English Language Lesson Plans

Preparatory 3

Unit 7: Sports

Prepared by:

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Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 7	Lesson 1	12	The History of Sport

1. Learning Objectives

- By the end of this lesson, students will be able to:

• Identify the origins of ancient sports like the Olympic Games.
• Compare ancient sports with modern sports.
• Use new vocabulary related to sports history in context.
• Discuss the values taught by sports such as teamwork and fair play.

2. Teaching Strategies

Brainstorming and KWL Chart (Know, Want to Know, Learned), Think-Pair-Share for discussion, Active Reading and Scanning for specific details, Vocabulary in Context

3. Resources Needed

Student's Book (Page 12-13), Whiteboard/Projector, Pictures/Short video clips of ancient sports (e.g., discus throwing, chariot racing)

4. Steps to Follow

- A) Warm up and revision (5 minutes)

? What is your favorite sport to watch or play?
? Why do you think people have played sports since ancient times?
? How do sports bring people together today?
? Can you name three sports played in the ancient Olympic Games?

- B) Presentation (10 minutes)
- 1. New Vocabulary (Supported by Examples)

Word	Example Sentence
Knight	The knight trained in archery and fencing to prepare for battles.
Chariot	In ancient Rome, people watched exciting chariot races.
Fair play	Showing fair play is a sign of a true champion.

Archery	**He practiced archery to improve his focus and aim.**
Discus throwing	**Discus throwing was one of the events in the ancient Olympics.**

- **2. New Structure (Supported by Examples)**

New Structure (Grammar Examples)
• The Olympic Games **began in Greece more than 2,700 years ago.**
• Modern sports **started to grow in the 19th century.**

- **C) Practice**

- **1. Controlled Practice (10 minutes)**

• Matching: Match the words (knight, chariot, fair play) with their correct definitions.
• Gap-filling: Complete the sentences using words from the text (health, exercise, old, strength, enjoy).
• Comprehension Check: Answer the questions from the reading text (e.g., What is the difference between ancient sports and the sports you watch today?).

- **2. Free Practice (10 minutes)**

• Group Discussion: Discuss in small groups: 'Do you think sport connects cultures as effectively today as it did in ancient times? Why or why not?'
• Personal Opinion: Ask your partner: 'If you wanted to practice a new sport, what would it be and why?'
• Role-Play Preparation: Prepare a short dialogue where one student explains the importance of teamwork and the other explains the importance of fair play.

- **D) Feedback and Consolidation (10 minutes)**

• Review: Ask students to summarize the main historical periods of sport mentioned in the text.
• Vocabulary Quiz: Quick oral quiz on the new vocabulary words.
• Correction: Review the answers to the controlled practice exercises.

- **E) Home Assignment**

• Write: Write a short paragraph (50-70 words) explaining why sport is important for young people.
• Research: Find three more facts about the ancient Olympic Games.

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 7	Lesson 2	14	A True Champion

1. Learning Objectives

- By the end of this lesson, students will be able to:

• Understand the concept of sportsmanship through the story of Mohamed Rashwan.
• Use the structure 'used to + infinitive' to express past habits.
• Identify specific details from a listening text about a true champion.
• Express personal views on values like respect and admiration.

2. Teaching Strategies

Listening for Specific Information (Top-down and Bottom-up), Role-play and Simulation, Grammar Presentation and Practice (Used to)

3. Resources Needed

Student's Book (Page 14-15), Audio recording of the interview/story (simulated if not available), Worksheet for 'used to' practice

4. Steps to Follow

A) Warm up and revision (5 minutes)

? What makes a sports champion truly great: winning medals or showing respect?
? Can you remember an event when showing fair play was valued more than the result?
? What does the word 'honor' mean?

- ### B) Presentation (10 minutes)

- ### 1. New Vocabulary (Supported by Examples)

Word	Example Sentence
Honor	It is a great honor to represent your country in the Olympics.
Respect	We must show respect to our opponents even if we lose.
Admiration	The crowd showed their admiration for the champion's honesty.
Champion	Mohamed Rashwan is a true champion of sportsmanship.
Focus	You need to focus on your training to achieve your goals.

- 2. New Structure

New Structure (Grammar Examples)
• Affirmative: I **used to play** in the park when I was a child.
• Negative: My father **didn't use to work** in a bank.
• Question: **Did** you **use to watch** cartoons when you were young?
• Mistake Correction: People **used to admire** his honesty. (NOT: used to admired)

- C) Practice

- 1. Controlled Practice (10 minutes)

• Listening Comprehension: Answer the multiple-choice questions about Mohamed Rashwan's story (e.g., In which Olympic Games did he compete?).
• Grammar Transformation: Complete the sentences with the correct form of 'used to + inf.' (e.g., We used to (go) to Alexandria every summer).
• Error Correction: Find and correct the mistake in sentences using 'used to' (e.g., Did you used to live in Aswan?).

2. Free Practice (10 minutes)

• Role-play: In pairs, one student is a reporter and the other is Mohamed Rashwan. The reporter asks: 'Why did you avoid attacking the injury?' and 'What lesson do you want to give young athletes?'
• Discussion: Discuss the lesson Rashwan's story teaches us. What would you have done in his place?

- D) Feedback and Consolidation (10 minutes)

• Check: Review the answers to the grammar exercises and clarify the rules of 'used to' (especially the form in the negative and question).
• Summary: Ask students to summarize the key moral value of the lesson in one sentence.
• Presentation: Ask a few pairs to present their role-play to the class, highlighting the values of fair play.

- E) Home Assignment

• Rewrite: Rewrite the following sentences using 'used to' or 'didn't use to': 1. He rode his bike to school, but he doesn't now. 2. She lived in Luxor, but she moved last year.
• Write: Write five sentences about what you **used to do** when you were ten years old.

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 7	Lesson 3	16	Sports Events

1. Learning Objectives

- By the end of this lesson, students will be able to:

• Explain the significance of the Olympic flag and its five rings.
• Identify the Olympic values of excellence, respect, and friendship.
• Use synonyms and antonyms for sports-related vocabulary.
• Write a short descriptive paragraph about a sporting event.

2. Teaching Strategies

Scanning for Main Ideas, Vocabulary Expansion (Synonyms/Antonyms), Group Discussion and Debate, Guided Writing Practice

3. Resources Needed

Student's Book (Page 16-17), Large image of the Olympic flag, Thesaurus/Dictionary access

4. Steps to Follow

- A) Warm up and revision (5 minutes)

? Why do you think countries from all over the world join the Olympics?
? What values can students learn from international sports events?
? What is the most famous sports event in the world?

- B) Presentation (10 minutes)
- 1. New Vocabulary (Supported by Examples)

Word	Example Sentence
Excellence	Athletes strive for excellence in every competition.
Friendship	The Olympics promote friendship between different nations.
Compete	Athletes from over 200 nations compete in the Games.

Unite	**The Olympic spirit helps to unite people from different cultures.**
Athlete	**An athlete must train hard and show respect to others.**

- **2. New Structure (Supported by Examples)**

New Structure (Grammar Examples)
• I'm a big fan of football because it is exciting.
• I enjoy swimming because it makes me feel healthy.
• Winning the game makes me feel proud and happy.

- **C) Practice**

- **1. Controlled Practice (10 minutes)**

• Comprehension Check: Answer the multiple-choice questions about the Olympic Games (e.g., What do the five rings represent?).
• Vocabulary Table: Complete the table with a synonym and antonym for each word (respect, peace, friendship, united, famous).

- **2. Free Practice (10 minutes)**

• Group Discussion: Discuss: 'If Egypt hosted the Olympics, what would you show the world about your country?'
• Writing Outline: Create a quick outline for a paragraph on 'Why I would like to attend the Olympic Games,' focusing on three main reasons.
• Debate: Which Olympic value do you admire most: excellence, respect, or friendship? Justify your choice.

- **D) Feedback and Consolidation (10 minutes)**

• Share: Ask groups to share their best synonym/antonym pairs.
• Review: Summarize the main values of the Olympics.
• Check: Review the writing outlines and provide constructive feedback on structure and content.

- **E) Home Assignment**

• Write: Write the full paragraph (100-110 words) on 'Why I would like to attend the Olympic Games.'
• Find: Find out which three sports Egypt has won the most medals in.

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 7	Lesson 4	18	Story Time - The Mystery of the Sea Monster

1. Learning Objectives

- By the end of this lesson, students will be able to:

• Summarize the main events of the first chapter of 'Twenty Thousand Leagues Under the Sea.'
• Identify the main characters and their roles (Professor Aronnax, Conseil, Ned Land).
• Discuss the public debate and fear surrounding the 'sea monster.'
• Use new vocabulary related to sea travel and mystery.

2. Teaching Strategies

Character Analysis, Prediction and Hypothesis, Reading Comprehension

3. Resources Needed

Student's Book (Page 18-19), Pictures of a submarine (Nautilus) and sea monsters (mythical)

4. Steps to Follow

- A) Warm up and revision (5 minutes)

? Do you think people can really live under the sea? Why/Why not?
? Why do people sometimes believe in sea legends?
? What is the name of the author of the story?

- B) Presentation (10 minutes)
- 1. New Vocabulary (Supported by Examples)

Word	Example Sentence
Monster	Sailors reported seeing a huge 'sea monster' in the ocean.
Voyage	A voyage was launched to capture or kill the beast.

Harpooner	**Ned Land, a Canadian harpooner, joined the crew.**
Terrifying	**The creature was described as both marvelous and terrifying.**
Crew	**The ship's crew chased the creature after it appeared.**

- **2. New Structure (Supported by Examples)**

New Structure (Grammar Examples)
• Claimed to have seen...: Ships **claimed to have seen a huge creature moving fast.**
• Described as...: The creature was **described as having a steel-like body.**

- **C) Practice**

- **1. Controlled Practice (10 minutes)**

• Multiple Choice: Answer the questions about the chapter (e.g., Who was invited to join the voyage?).
• True/False: Determine if statements about the chapter are true or false.
• Character Matching: Match the characters (Aronnax, Conseil, Ned Land) with their descriptions (scientist, loyal servant, harpooner).

- **2. Free Practice (10 minutes)**

• Discussion: Discuss: 'Why do you think the sailors were so fascinated with the idea of a sea monster?'
• Critical Thinking: Discuss the importance of the 'public debate' over the sea monster's existence. How did it lead to the voyage?

- **D) Feedback and Consolidation (10 minutes)**

• Review: Summarize the roles of the three main characters.
• Vocabulary Check: Ask students to use the new vocabulary in their own sentences.
• Prediction: Ask students to predict what will happen in the next chapter.

- **E) Home Assignment**

• Write: Write a short description (50 words) of the 'sea monster' based on the text.
• Draw: Draw a picture of the warship used for the voyage.

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 7	Lesson 5	20	Let's Talk

1. Learning Objectives

- By the end of this lesson, students will be able to:

• Discuss their favorite sports and reasons for liking them.
• Use appropriate language to express preferences and opinions about sports.
• Complete a dialogue by filling in missing parts logically.
• Role-play a conversation about sports and activities.

2. Teaching Strategies

Communicative Language Teaching (CLT), Pair and Group Work, Dialogue Completion and Analysis

3. Resources Needed

Student's Book (Page 20-21), Dialogue script for role-play

4. Steps to Follow

- A) Warm up and revision (5 minutes)

? What sports do you like to watch or play?
? Do you prefer team sports or individual sports? Why?
? How can sport benefit people?

- B) Presentation (10 minutes)
- 1. New Vocabulary (Supported by Examples)

Word	Example Sentence
Exciting	Basketball is fast and exciting to play.
Relaxing	Swimming is a very relaxing way to exercise.
Stay fit	Regular exercise helps me stay fit and active.

Score points	**I love the feeling when we work as a team and score points.**
Competition	**Sometimes we join small competitions after school.**

- **2. New Structure (Supported by Examples)**

New Structure (Grammar Examples)
• Asking for opinion: What's your favorite sport?
• Expressing enthusiasm: That sounds fun! / That's great! / Amazing!
• Suggesting an activity: Maybe one day we can try each other's sport.
• Agreeing: Exactly! / True.

- **C) Practice**

- **1. Controlled Practice (10 minutes)**

• Dialogue Completion: Complete the missing parts in the dialogue between Ahmed and Karim, ensuring the responses are logical and grammatically correct.
• Question/Answer: Ask and answer the questions based on the dialogue between Salma and Mona (e.g., Why does Mona like basketball?).

- **2. Free Practice (10 minutes)**

• Role-Play: In groups of three, imagine you are on a TV show called 'Sports Talk.' Each student introduces their favorite sport, explains why they enjoy it, and asks questions to the others.
• Pair Interview: Ask your partner: 'When do you play or watch it?' and 'Who do you play or watch it with?'

- **D) Feedback and Consolidation (10 minutes)**

• Review: Check the answers to the dialogue completion exercise.
• Pronunciation: Correct any pronunciation errors during the role-play.
• Fluency: Encourage students to use the new phrases for expressing enthusiasm and agreement.

- **E) Home Assignment**

• Write: Write a short dialogue (6 lines) between two friends planning to watch a sports match together.
• Prepare: Prepare to talk for one minute about a time you showed good sportsmanship.

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 7	Lesson 6	22	Assessment Corner (Review and Writing)

1. Learning Objectives

- By the end of this lesson, students will be able to:

• Review and consolidate the vocabulary from Unit 7.
• Apply the grammar rule 'used to' correctly in various forms.
• Write a sports report (100-110 words) following a clear structure.
• Demonstrate understanding of the unit's core values (respect, teamwork, fair play).

2. Teaching Strategies

Review and Assessment, Error Analysis, Guided Writing (Sports Report)

3. Resources Needed

Student's Book (Page 22-23), Writing Checklist for Sports Report

4. Steps to Follow

- A) Warm up and revision (5 minutes)

? What is the most important word you learned in this unit?
? What is the rule for using 'used to'?
? What are the three parts of a good sports report?

- B) Presentation (10 minutes)
- 1. New Vocabulary (Supported by Examples)

Word	Example Sentence
Tournament	Our school team took part in the national school tournament.
Championship	The final match of the championship was very exciting.
Inspiration	The athlete's story was an inspiration for all of us.

Teamwork	**A team cannot win without good teamwork.**
Respect	**The players showed great respect to the winners.**

- **2. New Structure (Supported by Examples)**

New Structure (Grammar Examples)
• Affirmative: He **used to play judo every day.**
• Negative: He **didn't use to be rude.**
• Question: **Did he **use to win** many matches?**

- **C) Practice**

- **1. Controlled Practice (10 minutes)**

• Vocabulary Quiz: Answer the multiple-choice questions (e.g., Rashwan showed _____ when he refused to attack his opponent's injury).
• Grammar Practice: Use the correct form of the verb in brackets (e.g., He (use) to play judo every day).
• Error Analysis: Analyze and correct the common mistakes in the grammar section.

- **2. Free Practice (10 minutes)**

• Writing Outline: Discuss the key elements to include in the sports report (Headline, Introduction, Main Events, Conclusion).
• Drafting: Start drafting the sports report (100-110 words) about an important football match you watched, using at least three target vocabulary words.

- **D) Feedback and Consolidation (10 minutes)**

• Peer Review: Students exchange their drafts and check for: 1. Correct use of 'used to' and other tenses. 2. Inclusion of the required vocabulary. 3. Adherence to the sports report structure.
• Final Check: Review the answers to the vocabulary and grammar assessment.

- **E) Home Assignment**

• Finalize: Finalize the sports report (100-110 words) and submit it.
• Prepare: Prepare for the Unit 7 test by reviewing all vocabulary and grammar points.

English Language Lesson Plans

Preparatory 3

Unit 8: Cultures and Traditions

Prepared by:

Mr Sobhy Borda

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 8	Lesson 1	25	Families and Communities

1. Learning Objectives

- By the end of this lesson, students will be able to:

• Identify the core values in short texts describing cultural practices.
• Describe traditions from Egypt and other countries like Japan.
• Use vocabulary related to festivals and celebrations.
• Compare traditions from different cultures.

2. Teaching Strategies

Comparative Analysis, Think-Pair-Share, Contextual Learning, Active Reading

3. Resources Needed

Student's Book (Page 25-27), World map, Pictures of different cultural ceremonies (e.g., Japanese Tea Ceremony)

4. Steps to Follow

- A) Warm up and revision (5 minutes)

? Why do you think traditions are important for families and communities?
? Can you name an ancient tradition that people still celebrate today in your country?
? What is the most important value in your family?

- B) Presentation (10 minutes)
- 1. New Vocabulary

Word	Example Sentence
Tradition	Visiting relatives during festivals is a common tradition in Egypt.
Ceremony	The Japanese tea ceremony reflects patience and harmony.
Sculpture	The Sapporo snow festival features massive ice sculptures.
Connected	Traditions help people feel connected to their history.
Kindness	Showing kindness to the elderly is an important value.

- 2. New Structure

New Structure
• Defining Relative Clauses (who/which): This is the tradition **which** brings joy and excitement.
• Younger people are taught to care for older people, **which** reflects kindness.

- C) Practice
- 1. Controlled Practice (10 minutes)

• Comprehension Check: Give two examples of traditions from the text.
• Gap-filling: Complete the paragraph about 'Traditions in Italy' using words from the box (festivals, communities, gather, celebration, value).
• True/False: Traditions often teach similar values such as respect and sharing.

- 2. Free Practice (10 minutes)

• Pair Comparison: Compare one tradition from Egypt and one from another country. Discuss: Which is older? What values are taught?
• Discussion: In your opinion, why do you think traditions continue even in modern times?

- D) Feedback and Consolidation (10 minutes)

• Review: Summarize the values found in the traditions discussed (respect, kindness, harmony).
• Vocabulary Check: Ask students to use the new vocabulary in their own sentences.
• Correction: Review the answers to the controlled practice exercises.

- E) Home Assignment

• Write: Write five sentences about a tradition your family follows every year.
• Match: Match the words from the text with their meanings (Exercise 4, page 26).

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 8	Lesson 2	28	A Cultural Interview

1. Learning Objectives

- By the end of this lesson, students will be able to:

• Use defining relative clauses (who, which, where, when, whose) correctly.
• Identify cultural details from a listening text.
• Conduct a short interview about traditions.
• Correct grammatical errors in relative clauses.

2. Teaching Strategies

Role-play (Interviewer/Guest), Error Correction, Listening Comprehension, Grammar Practice

3. Resources Needed

Student's Book (Page 28-29), Audio recording of the cultural interview, Relative clauses chart

4. Steps to Follow

- A) Warm up and revision (5 minutes)

? What questions would you ask a visitor about their culture?
? Do you think traditions can play an important role in our life?
? Can you name a person who is famous for their cultural knowledge?

- B) Presentation (10 minutes)
- 1. New Vocabulary

Word	Example Sentence
Interview	We watched an interview with a cultural expert on TV.
Wisdom	The elderly are considered a source of wisdom in our society.
Neighbor	Families prepare special meals for their neighbors during festivals.
Recorded	Many cultural interviews are recorded and shared online.
Custom	Children learn about customs that show kindness and honor.

- 2. New Structure

New Structure
• who (for people): The man **who** spoke to us is my teacher.
• which (for things): The book **which** I borrowed is very interesting.
• where (for places): The city **where** we visited last summer is very old.
• when (for time): 2006 was the year **when** my brother was born.

- C) Practice
- 1. Controlled Practice (10 minutes)

• Listening Comprehension: Answer the questions about the interview (e.g., What happens during the spring festival described by the guest?).
• Multiple Choice: Choose the correct relative pronoun (who/which/where/when).
• Error Correction: Find and correct the mistake in sentences using relative clauses (e.g., The boy which plays football is my cousin).

- 2. Free Practice (10 minutes)

• Role-play: In pairs, one student is a TV presenter, the other is a guest. Ask and answer about an important tradition in their family or country.
• Discussion: Why should this tradition be remembered?

- D) Feedback and Consolidation (10 minutes)

• Review: Review the rules of relative clauses and their correct usage.
• Correction: Review the answers to the error correction exercise.
• Fluency: Provide feedback on the role-play activities, focusing on natural flow and use of new vocabulary.

- E) Home Assignment

• Rewrite: Rewrite three sentences using a different relative clause in each.
• Write: Write a short dialogue (4 lines) between an interviewer and a guest about a festival.

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 8	Lesson 3	30	Shared Values

1. Learning Objectives

- By the end of this lesson, students will be able to:

• Understand the purpose of customs in daily life.
• Identify shared values across different cultures (Mexico, China, Egypt).
• Write a short article about a custom in their family or country.
• Use synonyms for cultural vocabulary.

2. Teaching Strategies

Reading for Main Ideas, Brainstorming for Writing, Comparative Study

3. Resources Needed

Student's Book (Page 30-31), Pictures illustrating the Day of the Dead and Lunar New Year

4. Steps to Follow

- A) Warm up and revision (5 minutes)

? What customs do families in Egypt usually follow during festivals?
? Why are customs passed down from generation to generation?
? What is the difference between a tradition and a custom?

- B) Presentation (10 minutes)
- 1. New Vocabulary

Word	Example Sentence
Custom	Giving red envelopes is a popular custom in China.
Generosity	Offering food to guests reflects the generosity of Egyptians.
Hospitality	Hospitality is a long-standing custom in Egypt.
Community	Customs play an important role in bringing the community together.
Honor	Mexicans honor their loved ones during the Day of the Dead.

- 2. New Structure

New Structure
• Showing Purpose: Customs share the same purpose: **to bring** people together.
• Showing Contrast: Customs may look different, **but** they often share the same purpose.

- C) Practice
- 1. Controlled Practice (10 minutes)

• Comprehension Check: How do Mexicans honor their loved ones during the Day of the Dead?
• Multiple Choice: What do all customs have in common?
• Synonyms: Write the synonym for: (hospitality, community, honor, generation).

- 2. Free Practice (10 minutes)

• Group Discussion: Which custom do you admire most from the text (Mexico, China, or Egypt), and why?
• Writing Outline: Create an outline for an article (100-110 words) about a custom in your family, including: What happens, who takes part, and why it is important.

- D) Feedback and Consolidation (10 minutes)

• Review: Discuss the shared values found in all customs (love, respect, community).
• Share: Ask students to share their chosen custom and the values it represents.
• Check: Review the answers to the vocabulary and comprehension questions.

- E) Home Assignment

• Complete: Complete the article about a custom in your family or country (100-110 words).
• Find: Find another custom from a different country and write two sentences about it.

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 8	Lesson 4	32	Story Time - Captives of Captain Nemo

1. Learning Objectives

- By the end of this lesson, students will be able to:

• Summarize the main events of the second chapter of 'Twenty Thousand Leagues Under the Sea.'
• Describe the character of Captain Nemo and the Nautilus.
• Compare the reactions of the main characters (Aronnax, Conseil, Ned Land) to their captivity.
• Discuss the theme of freedom versus knowledge.

2. Teaching Strategies

Character Analysis, Reading Comprehension, Critical Thinking

3. Resources Needed

Student's Book (Page 32-33), Pictures/Diagram of the Nautilus submarine

4. Steps to Follow

- A) Warm up and revision (5 minutes)

? Do you think people can really live under the sea? Why/Why not?
? If you had the chance to travel inside a submarine, what would you expect to see?
? What happened to the main characters at the end of the last chapter?

- B) Presentation (10 minutes)
- 1. New Vocabulary

Word	Example Sentence
Captive	The three men became captives of Captain Nemo.
Mysterious	Captain Nemo was a mysterious man of strong will.
Submarine	The Nautilus was a submarine built for life beneath the sea.
Curiosity	Professor Aronnax was filled with scientific curiosity.
Freedom	Ned Land valued freedom above all else.

- 2. New Structure

New Structure
• Passive Voice: Aronnax and his companions **were brought** inside through an iron door.
• Adjective Clauses: Ned Land, **who valued freedom**, was angry.

- C) Practice
- 1. Controlled Practice (10 minutes)

• Multiple Choice: Answer the questions about the chapter (e.g., Why was Ned Land angry?).
• True/False: Determine if statements about life on the Nautilus are true or false.
• Comprehension Check: How was life on the Nautilus described?

- 2. Free Practice (10 minutes)

• Critical Thinking: If you were in Ned Land's place, would you try to escape or stay on the ship? Why?
• Discussion: Discuss: How did Captain Nemo compare the sea to the land?

- D) Feedback and Consolidation (10 minutes)

• Review: Summarize the reactions of the three main characters to their situation.
• Vocabulary Check: Ask students to use the new vocabulary in their own sentences.
• Prediction: Ask students to predict what Captain Nemo's next move will be.

- E) Home Assignment

• Write: Write a short paragraph (50 words) describing the Nautilus.
• Answer: Answer the critical thinking questions in your notebook.

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 8	Lesson 5	34	Let's Talk

1. Learning Objectives

- By the end of this lesson, students will be able to:

• Discuss the importance of traditions in modern life.
• Use appropriate phrases to express opinions and ask questions about traditions.
• Complete a dialogue about a festival logically.
• Role-play a conversation between a TV presenter and a cultural expert.

2. Teaching Strategies

Communicative Language Teaching (CLT), Dialogue Analysis, Role-Play

3. Resources Needed

Student's Book (Page 34-35), Dialogue script for role-play

4. Steps to Follow

- A) Warm up and revision (5 minutes)

? What traditions do you celebrate with your family?
? Do you think traditions are important in modern life? Why or why not?
? What is the most interesting tradition you have heard about?

- B) Presentation (10 minutes)
- 1. New Vocabulary

Word	Example Sentence
Identity	Traditions create a sense of identity and belonging.
Belonging	Festivals give people a sense of belonging to a community.
Exchange	Families exchange gifts during the Christmas tradition.
Preserve	We must preserve our traditions for future generations.
Culture	Afternoon tea is a tradition from English culture.

- 2. New Structure

New Structure
• Expressing Importance: Traditions are important **because** they connect people to their history.
• Asking for Examples: Could you tell us why traditions are so important?
• Agreeing: That's wonderful. / Right.

- C) Practice
- 1. Controlled Practice (10 minutes)

• True/False: Read the sentences about the dialogue and determine if they are true or false.
• Dialogue Completion: Complete the missing parts in the dialogue between Lina and Mariam about the spring festival in Thailand.

- 2. Free Practice (10 minutes)

• Role-Play: One student is the TV presenter, the other is the expert. Use phrases from the dialogue such as 'Traditions are important because...' or 'For example, in...'.
• Discussion: Discuss a tradition from Saudi Arabia or Malaysia mentioned in the text. What does it show about the culture?

- D) Feedback and Consolidation (10 minutes)

• Review: Check the answers to the dialogue completion exercise.
• Fluency: Encourage students to use the new phrases for expressing importance and agreement.
• Summary: Ask students to summarize the main reasons why traditions are important.

- E) Home Assignment

• Write: Write a short dialogue (6 lines) between two friends discussing a local tradition.
• Prepare: Prepare to talk for one minute about a tradition from a country you would like to visit.

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 8	Lesson 6	36	Assessment Corner

1. Learning Objectives

- By the end of this lesson, students will be able to:

• Review and consolidate the vocabulary from Unit 8.
• Apply the grammar rule of relative clauses correctly.
• Write a short article (100-110 words) about a custom in their family or community.
• Demonstrate understanding of the unit's core values (respect, community, sharing).

2. Teaching Strategies

Review and Assessment, Error Analysis, Guided Writing (Short Article)

3. Resources Needed

Student's Book (Page 36-37), Writing Checklist for Short Article

4. Steps to Follow

- A) Warm up and revision (5 minutes)

? What is the most important word you learned in this unit?
? What is the rule for using relative clauses?
? What are the three parts of a good short article?

- B) Presentation (10 minutes)
- 1. New Vocabulary

Word	Example Sentence
Festival	Diwaili, the Festival of Lights, spreads joy and hope.
Carnival	The Brazilian Carnival is full of music and colorful clothes.
Connected	Traditions help people stay connected across time.
Community	Customs bring the community together.
Share	Families share meals during Ramadan.

- 2. New Structure

New Structure
• who: The woman **who** won the prize is very talented.
• which: Traditions, **which** connect families, keep history alive.
• where: This is the city **where** I grew up.

- C) Practice
- 1. Controlled Practice (10 minutes)

• Vocabulary Quiz: Answer the multiple-choice questions (e.g., What value is shown when Egyptians welcome guests with food and drinks?).
• Grammar Practice: Choose the correct relative pronoun.
• Error Analysis: Analyze and correct the common mistakes in the grammar section.

- 2. Free Practice (10 minutes)

• Writing Outline: Discuss the key elements to include in the short article (Title, Introduction, Body, Conclusion).
• Drafting: Start drafting the article (100-110 words) about a custom in your family or community, using the hints provided (When, What, Who, Values).

- D) Feedback and Consolidation (10 minutes)

• Peer Review: Students exchange their drafts and check for: 1. Correct use of relative clauses. 2. Inclusion of the required vocabulary. 3. Adherence to the article structure.
• Final Check: Review the answers to the vocabulary and grammar assessment.

- E) Home Assignment

• Finalize: Finalize the short article (100-110 words) and submit it.
• Prepare: Prepare for the Unit 8 test by reviewing all vocabulary and grammar points.

Lesson Preparation

Unit 9: Courage and Survival

Mr Sobhy Borda

Unit Name & Number	Lesson Name & Number	Page Number	Lesson Title
Unit 9: Courage and Survival	Lesson 1	37-38	Treasure Hunt

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify the main idea and supporting details in a text about treasure hunts.
- Analyze the benefits of teamwork and problem-solving in real-life situations.
- Use new vocabulary related to exploration and adventure in context.
- Discuss and plan a simple treasure hunt using appropriate language.

2. Teaching Strategies

Strategy	Description
Interactive Discussion	To activate prior knowledge and encourage critical thinking about the topic.
Contextual Vocabulary Presentation	Using examples and visuals to clarify the meaning of new words.
Think-Pair-Share	For collaborative planning and speaking practice.
Reading for Detail	To extract specific information and infer meaning from the text.

3. Resources Needed

- Student's Book (Pages 37-38)
- Whiteboard/Projector
- Flashcards or visuals for new vocabulary
- A simple map or drawing to facilitate the discussion activity

4. Steps to Follow

A) Warm up and revision (5 minutes)

Activity	Questions
Warm-up	1. Have you ever played a game that involved finding hidden objects or solving a puzzle?
	2. What is the most exciting adventure story you have ever read or watched?
	3. Why do you think people enjoy solving riddles and following clues?
Revision	4. Can you recall three words we learned in the previous unit that describe a brave person?
	5. What is the difference between a legend and a true historical event?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Definition	Example Sentence
Clue	A piece of evidence or information used in the detection of a crime or solving a mystery.	The detective found a **clue** that led him to the hidden treasure.
Riddle	A question or statement intentionally phrased so as to require ingenuity in ascertaining its answer or meaning.	The final **riddle** was so difficult that it took the team ten minutes to solve it.
Artifact	An object made by a human being, typically an item of cultural or historical interest.	The museum displayed an ancient **artifact** from the Pharaohs' time.
Explorer	A person who explores an unfamiliar area; an adventurer.	The famous **explorer** discovered a new route through the jungle.
Hidden	Kept out of sight; concealed.	The map showed the location of the **hidden** chest of gold.
Pirate	A person who attacks and robs ships at sea.	The **pirate** buried his treasure on a deserted island.

2. New Structure

This lesson focuses on vocabulary and reading comprehension, so the new structure is minimal, focusing on the use of descriptive adjectives and nouns.

Structure	Explanation	Examples
Compound Nouns	Combining two nouns to create a new meaning.	**Treasure hunt** is a game of finding objects. / They used **teamwork** to solve the puzzle.
Adjective + Noun	Using adjectives to describe nouns related to the topic.	We read a **legendary text**. / They found a **historical artifact**.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Points/Questions
Vocabulary Matching	Match the new vocabulary words with their definitions (from the book, Activity 4).	1. Clue - 2. Riddle - 3. Artifact - 4. Explorer - 5. Hidden
**Comprehension	Answer multiple-	1. A treasure hunt is... 2. In stories, pirates... 3.

Check**	choice questions based on the reading text (from the book, Activity 5).	Treasure hunts encourage students to... 4. The main idea of the text is...
Sentence Completion	Complete the following sentences using the new vocabulary:	1. We need a **clue** to start the game. 2. The old map led them to a **hidden** cave. 3. The museum is famous for its ancient **artifacts**. 4. Solving a **riddle** requires careful thinking. 5. The brave **explorer** sailed across the ocean.

2. Free Practice (10 minutes)

Activity	Description	Points/Questions
Think-Pair-Share	Students work in pairs to plan a treasure hunt for their class (from the book, Activity 6).	1. Where would you hide the clues? 2. What kinds of challenges (riddles, puzzles) would you include? 3. What would the final treasure be? 4. How would the game promote teamwork?
Role-Play	Pairs present their treasure hunt plan to another pair, acting as the organizers.	Encourage the use of new vocabulary (clue, riddle, hidden, treasure).
Mini-Debate	Divide the class into two groups to debate the following statement:	"Classroom treasure hunts are better than real-life ones." (Encourage students to use reasons from the text).

D) Feedback and Consolidation (10 minutes)

Activity	Description
Error Correction	Teacher corrects common errors observed during the speaking and practice activities, focusing on pronunciation and grammar.
Summary	Students summarize the main benefits of treasure hunts (teamwork, problem-solving, reading skills).
Quick Quiz	Ask quick oral questions to check understanding of the new vocabulary.

E) Home Assignment

Assignment	Type
Write a short paragraph (5-7 sentences) describing the most exciting part of your planned treasure hunt. Use at least three of the new vocabulary words (clue, artifact, hidden, explorer).	Writing/Creative
Find the definition of the word 'navigation' and write a sentence using it.	Research/Vocabulary

Unit Name & Number	Lesson Name & Number	Page Number	Lesson Title
Unit 9: Courage and Survival	Lesson 2	39-41	Lost in the Jungle

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify the main challenges faced by a hero in a short listening text.
- Use new vocabulary related to survival and difficult situations in conversation.
- Differentiate between verbs followed by the infinitive (to + verb) and the gerund (verb + ing).
- Apply the correct verb form (gerund or infinitive) in various contexts.

2. Teaching Strategies

Strategy	Description
Pre-listening Discussion	To predict content and activate related vocabulary.
Listen for Gist and Detail	Two-stage listening activity to ensure full comprehension.
Discovery Grammar Approach	Students analyze examples to deduce the rules for gerunds and infinitives.
Controlled and Free Practice	To reinforce the correct usage of the new grammar structure.

3. Resources Needed

- Student's Book (Pages 39-41)
- Audio recording for the listening activity (if available)
- Whiteboard/Projector
- Handout with a list of common verbs followed by gerunds/infinitives

4. Steps to Follow

A) Warm up and revision (5 minutes)

Activity	Questions
Warm-up	1. If you were lost in a jungle, what three items would you want to have with you?
	2. What dangers do you think an explorer might face in a wild environment?
	3. What does the word 'survival' mean to you?
Revision	4. What is an 'artifact' from our last lesson?
	5. Give me a sentence using the word 'clue'.

B) Presentation (10 minutes)

1. New Vocabulary

Word	Definition	Example Sentence
Shelter	A place providing temporary protection from bad weather or danger.	The explorer built a temporary **shelter** from branches and leaves to stay dry.
Torch	A portable battery-powered electric lamp.	He used his **torch** to see the path in the dark cave.
Survival	The state or fact of continuing to live or exist, typically in spite of an accident, ordeal, or difficult circumstances.	Quick thinking is essential for **survival** in the wilderness.
Sour	Having an acidic taste like lemon or vinegar.	The wild berries were too **sour** to eat, so he avoided them.
Panicked	Felt or showed sudden, uncontrollable fear or anxiety.	When he realized he was lost, he **panicked** for a moment before calming down.
Quick Decisions	Choices made rapidly and without much deliberation.	The hero's **quick decisions** saved the whole team from danger.

2. New Structure

Structure	Explanation	Examples
Verb + Infinitive (to + V)	Used after certain verbs like *want, promise, need, hope, refuse, decide, agree*.	1. I **decided to go** deeper into the jungle. 2. He **hoped to find** a solution to the problem. 3. They **agreed to come** to the party. 4. She **wants to learn** about survival skills.
Verb + Gerund (V + ing)	Used after certain verbs like *enjoy, finish, keep, avoid, suggest, practice*.	1. I **enjoy reading** adventure stories. 2. He **avoided walking** in busy streets. 3. She **kept trying** until she succeeded. 4. They **finished building** the shelter before sunset.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description		Points/Questions
**Underline the Correct	Choose the correct verb form (to + inf or	1. I tried (to stay / staying) calm. 2. He forced himself (to	

Form**	V+ing) to complete the sentences (from the book, Activity 3).	keep / keeping) walking. 3. Nada enjoys (to read / reading) English novels. 4. He refused (to stop / stopping) moving. 5. Following the river helped him (to find / finding) a way out.
Sentence Completion	Complete the sentences with the correct form (to + inf. or -ing) of the verb in brackets (from the book, Activity 4).	1. Nader used an empty bottle **to collect** (collect) water. 2. He agreed **to come** (come) to the party. 3. At night, he built a shelter **to protect** (protect) himself. 4. Eating wild fruits was not easy, but he needed **to eat** (eat) them. 5. I always avoid **making** (make) noise.
Error Correction	Find and correct the mistake in the following sentences (from the book, Activity 6).	1. He refused stopping in the jungle. (Refused to stop) 2. He decided buying a new car. (Decided to buy) 3. The explorer used to collecting water in a bottle. (Used to collect) 4. Following the sun helped him finding the right direction. (Helped him find) 5. He remembered to feel afraid of the glowing eyes. (Remembered feeling)

2. Free Practice (10 minutes)

Activity	Description	Points/Questions
Personal Sentences	Students write three sentences about their own life using a verb followed by an infinitive and three sentences using a verb followed by a gerund.	1. I enjoy **playing** football. 2. I decided **to study** medicine. 3. I hope **to travel** next summer. 4. I avoid **eating** fast food. 5. I promised **to help** my friend. 6. I keep **practicing** my English.
Pair Interview	Students interview their partner about their future plans and past experiences, using the new grammar structure.	1. What do you hope **to achieve** next year? 2. What activities do you enjoy **doing** in your free time? 3. What is one thing you avoid **doing**? 4. What did you decide **to do** last weekend?
Story Continuation	Students work in groups to continue the story of Nader, using at least five verbs followed by gerunds or infinitives.	Encourage creativity and correct grammar usage.

D) Feedback and Consolidation (10 minutes)

Activity	Description
Grammar Review	Teacher writes a list of verbs on the board and asks students to categorize them as followed by Gerund or Infinitive.

Listening Check	Replay the audio (if available) or read the text again, focusing on the survival strategies Nader used.
Concept Check	Ask students: "What is the rule for using 'enjoy'?" (Answer: followed by a gerund). "What is the rule for using 'decide'?" (Answer: followed by an infinitive).

E) Home Assignment

Assignment	Type
Write a short paragraph (80-100 words) about a time you had to make a quick decision to solve a problem. Use at least four verbs followed by the correct form (gerund or infinitive).	Writing/Grammar
Complete the following sentences with the correct form of the verb in brackets: 1. My brother suggested **(go)** to the cinema. 2. We need **(buy)** a new torch. 3. I finished **(read)** the book yesterday. 4. They refused **(tell)** us the secret.	Grammar Practice

Unit Name & Number	Lesson Name & Number	Page Number	Lesson Title
Unit 9: Courage and Survival	Lesson 3	42-43	Legends and Heroes

1. Learning Objectives

By the end of this lesson, students will be able to:

- Analyze the characteristics and values associated with legendary heroes.
- Identify and use new vocabulary related to history, culture, and heroism.
- Summarize the main events and moral lesson of a folk tale.
- Write a short narrative about a local hero, applying descriptive language.

2. Teaching Strategies

Strategy	Description
Concept Mapping	To explore the meaning of 'legend' and 'hero' and their attributes.
Guided Reading	Focusing on key details and inferring the meaning of new words from context.
Vocabulary in Context	Matching words with their definitions and using them in original sentences.
Narrative Writing Workshop	Breaking down the elements of a folk tale for effective writing.

3. Resources Needed

- Student's Book (Pages 42-43)
- Pictures or short videos of famous historical or legendary heroes.
- Worksheet for vocabulary practice.

4. Steps to Follow

A) Warm up and revision (5 minutes)

Activity	Questions
Warm-up	1. Do you know any real legends or folk heroes from your country?
	2. Why do people continue telling stories about heroes after hundreds of years?
	3. What qualities do you think a person needs to be called a hero?
Revision	4. Give me an example of a verb followed by an infinitive.
	5. What is the difference between a 'clue' and a 'riddle'?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Definition	Example Sentence
Tribe	A group of families living together with shared traditions.	Abu Zayd al-Hilali belonged to a powerful **tribe** in the desert.
Rival	A person or group competing with another for the same objective or superiority.	The hero had to defeat his **rival** in a difficult battle.
Loyalty	The quality of being faithful and committed to a person or group.	His **loyalty** to his people was one of his greatest strengths.
Strategy	A plan of action designed to achieve a long-term or overall aim.	The general developed a clever **strategy** to win the war.
Wisdom	The quality of having experience, knowledge, and good judgment.	The old man's **wisdom** helped the young hero make the right decision.
Bravery	Courageous behavior or character.	The soldier showed great **bravery** in the face of danger.

2. New Structure

This lesson focuses on reading comprehension and descriptive language, so the new structure is focused on complex sentences for narrative writing.

Structure	Explanation	Examples
Relative Clauses	Used to add more information about a noun (hero, tribe, story).	Abu Zayd al-Hilali, **who was a famous folk hero**, led his people. / The story **that he told** was very inspiring.
Causative Verbs	Using verbs like *make, help, inspire* to show cause and effect.	His actions **inspired** others to be brave. / The legend **makes** us remember important values.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Points/Questions
Vocabulary Matching	Match the new vocabulary words with their meanings (from the book, Activity 3).	1. Tribe - 2. Rival - 3. Loyalty - 4. Strategy - 5. Wisdom.
Comprehension Questions	Answer questions about the reading text (from the book, Activity 4).	1. Why is Abu Zayd al-Hilali remembered as a hero? 2. How did he protect and lead his people? 3. What values does his story teach us?
Sentence Completion	Choose the correct answer from a, b, c or d (from the book, Activity 5).	1. Abu Zayd al-Hilali belonged to the... 2. He was famous for his... 3. Abu Zayd fought

		mainly... 4. His battles often took place in... 5. Storytellers today still... 6. The main lesson from his folk tale...

2. Free Practice (10 minutes)

Activity	Description	Points/Questions
Hero's Qualities	Students work in groups to list and rank the top five qualities of a hero, justifying their choices.	1. Which quality is most important: bravery or wisdom? Why? 2. Can a hero be disloyal? 3. Name a modern-day hero and explain their strategy for success.
Role-Play: Storyteller	Students take turns acting as a storyteller, briefly retelling a part of the legend of Abu Zayd al-Hilali in their own words.	Focus on clear articulation and using descriptive language.
Quick Write	Students write a short paragraph describing a challenge a local hero faced and how they overcame it.	Encourage the use of the new vocabulary (rival, strategy, wisdom).

D) Feedback and Consolidation (10 minutes)

Activity	Description
Peer Review	Students exchange their quick-write paragraphs and provide constructive feedback on content and vocabulary use.
Discussion	Discuss the importance of legends in preserving cultural values and history.
Vocabulary Check	Teacher asks students to define the new words without looking at their books.

E) Home Assignment

Assignment	Type
Write a folk tale (100-110 words) about another real or local hero you know. Explain who the hero was, what challenge they faced, and what lesson people learned.	Writing/Creative
Research the meaning of the word 'chivalry' and write a sentence using it in the context of a legend.	Research/Vocabulary

Unit Name & Number	Lesson Name & Number	Page Number	Lesson Title
Unit 9: Courage and Survival	Lesson 4	44-45	Twenty Thousand Leagues under The Sea (Chapter Three: Wonders of the Deep)

1. Learning Objectives

By the end of this lesson, students will be able to:

- Comprehend and analyze an excerpt from a classic adventure novel.
- Identify key vocabulary related to the sea and underwater exploration.
- Evaluate the characters' feelings and motivations based on the text.
- Express critical thinking about the themes of exploration and freedom.

2. Teaching Strategies

Strategy	Description
Pre-reading Prediction	Activating prior knowledge about the sea and famous novels.
Silent Reading	Encouraging focused reading for comprehension.
Character Analysis	Discussing the personalities and reactions of the main characters (Professor Aronnax, Conseil, Ned Land, Captain Nemo).
Critical Thinking Discussion	Engaging students in deeper analysis of the text's themes.

3. Resources Needed

- Student's Book (Pages 44-45)
- Pictures or short clips of coral reefs, shipwrecks, and submarines.
- Map of the world's oceans.

4. Steps to Follow

A) Warm up and revision (5 minutes)

Activity	Questions
Warm-up	1. What animals or plants do you think live under the sea?
	2. What dangers might explorers face under the water?
	3. Have you ever read a book by Jules Verne? What was it about?
Revision	4. What is a 'strategy'? Give an example.
	5. Use the word 'loyal' in a sentence about a friend.

B) Presentation (10 minutes)

1. New Vocabulary

Word	Definition	Example Sentence
Coral Reefs	A ridge of rock in the sea formed by the growth and deposit of coral.	The divers were amazed by the colorful **coral reefs** and the fish living there.
Shipwrecks	The destruction of a ship at sea; the remains of a wrecked ship.	They explored the old **shipwrecks** that rested on the seabed.
Submarine	A warship designed to operate completely submerged in the sea.	Captain Nemo's **submarine**, the Nautilus, was a wonder of the deep.
Marine Life	The plants and animals that live in the sea.	Professor Aronnax was excited to study the new forms of **marine life**.
Impatient	Having or showing a tendency to be quickly irritated or provoked.	Ned Land was **impatient** to return to land and his freedom.
Motive	A reason for doing something.	Captain Nemo's **motive** for staying under the sea remained a mystery.

2. New Structure

This lesson focuses on reading comprehension and descriptive language, so the new structure is focused on expressing cause and effect and character description.

Structure	Explanation	Examples
Cause and Effect	Using conjunctions like *because, so, due to* to link ideas.	Ned Land was **impatient because** he longed for the earth. / The companions saw glowing with color **through** the great observation windows.
Descriptive Adjectives	Using adjectives to describe the underwater world and characters.	The sea was **calm** and **mysterious**. / Captain Nemo was a **brilliant** and **masterly** person.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Points/Questions
Multiple Choice	Choose the correct answer from a, b, c or d (from the book, Activity 3).	1. The companions saw... 2. Ned Land became impatient because he longed for... 3. Conseil named each creature... 4. Captain Nemo hinted at forgotten

		civilizations swallowed by... 5. The Nautilus moved forward into deeper mysteries, carrying them far from...
True or False	Read and write True (T) or False (F) (from the book, Activity 5).	1. Aronnax saw coral reefs, colorful fish, and old shipwrecks through the great windows. 2. Nemo invited his guests on underwater walks using special suits. 3. Ned Land enjoyed every moment under the sea and never wished to return to land. 4. Professor Aronnax recorded marine life carefully, excited by the chance to study new things. 5. Captain Nemo openly shared his past and motives with the companions.
Vocabulary Check	Complete the sentences using the new vocabulary:	1. The ship sank and became a **shipwreck** on the ocean floor. 2. We saw beautiful fish swimming near the **coral reefs**. 3. The **submarine** can travel deep under the water. 4. The study of **marine life** is very important.

2. Free Practice (10 minutes)

Activity	Description	Points/Questions
Character Evaluation	Discuss the critical thinking questions (from the book, Activity 6).	1. How do you think Conseil's calmness and accuracy helped during their underwater exploration, compared to Ned Land's impatience? 2. What do you think Captain Nemo's silence about his past tells about his character and his relationship with the crew? 3. How did the companions see Nemo's character?
Imagine and Describe	Students imagine they are one of the companions and write a short diary entry describing the most amazing thing they saw in the "Wonders of the Deep."	Encourage the use of descriptive adjectives and new vocabulary.

Debate	Divide the class into two groups to debate:	"Is the freedom of the sea worth the loss of freedom on land?"

D) Feedback and Consolidation (10 minutes)

Activity	Description
Reading Aloud	Students read selected paragraphs from the text to practice fluency and pronunciation.
Summary	Students summarize the main conflict between the characters (Aronnax's scientific curiosity vs. Ned Land's desire for freedom).
Vocabulary Review	Quick fire questions on the meaning of the sea-related vocabulary.

E) Home Assignment

Assignment	Type
Write a letter from Ned Land to a friend on land, describing his feelings about being on the Nautilus and his desire to escape.	Writing/Creative
Find out three interesting facts about the author, Jules Verne.	Research/Informational

Unit Name & Number	Lesson Name & Number	Page Number	Lesson Title
Unit 9: Courage and Survival	Lesson 5	46-47	Let's Talk

1. Learning Objectives

By the end of this lesson, students will be able to:

- Express hypothetical situations and their consequences using the Second Conditional.
- Discuss the qualities and challenges of an explorer in a structured presentation.
- Participate in a role-play activity (Explorer's Podcast) with confidence and clarity.
- Use a range of vocabulary related to exploration and adventure fluently.

2. Teaching Strategies

Strategy	Description
Model Presentation	Analyzing the provided text ("If I were an Explorer") to understand structure and content.
Grammar Focus	Explicit instruction and practice of the Second Conditional for hypothetical situations.
Role-Play Simulation	Creating a realistic scenario (Podcast) for free speaking practice.
Peer Feedback	Students evaluate each other's presentations and role-play performance.

3. Resources Needed

- Student's Book (Pages 46-47)
- Whiteboard/Projector for grammar explanation.
- Microphone prop (optional) for the role-play.

4. Steps to Follow

A) Warm up and revision (5 minutes)

Activity	Questions
Warm-up	1. What qualities make a good explorer?
	2. Which place in the world would you like to explore and why?
	3. If you could travel anywhere, where would you go?
Revision	4. Complete the sentence: "I decided **(study)** hard for the exam."
	5. What is the meaning of 'marine life'?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Definition	Example Sentence
Discover	To find (something or someone) unexpectedly or in the course of a search.	If I were an explorer, I would **discover** new species of plants and animals.
Protect	To keep safe from harm or injury.	I would **protect** the rainforest from illegal logging.
Survive	To remain alive after a difficult situation.	To **survive**, I would use a compass to find my way.
Courage	The ability to do something that frightens one.	An explorer needs great **courage** to face the dangers of the wild.
Respect	A feeling of deep admiration for someone or something.	I would bring back stories to inspire others to **respect** nature.
Traditions	A belief or behavior passed down within a group or society.	I would try to learn about the local people's **traditions**.

2. New Structure

Structure	Explanation	Examples
Second Conditional	Used to talk about unreal or hypothetical situations in the present or future. (If + Past Simple, would + Base Verb)	1. If I **were** an explorer, I **would travel** to the Amazon rainforest. 2. If I **faced** dangers, I **would use** my survival skills. 3. If I **found** a new tribe, I **would respect** their traditions. 4. If I **had** a map, I **would not get** lost.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Points/Questions
Sentence Completion	Complete the presentation outline with their own words (from the book, Activity 3).	1. Hello everyone. If I were an explorer, I would travel to... 2. I would like to discover... 3. I would face dangers such as... 4. To survive, I would use... 5. I would also try to... 6. Being an explorer would teach me... 7. I would bring back... to share with people.
Structure Practice	Students complete the following sentences using the Second Conditional:	1. If I **(find)** a treasure, I **(buy)** a new house. 2. If I **(be)** Captain Nemo, I

		(not hide) my past. 3. If I **(see)** a lion, I **(climb)** a tree. 4. If I **(can)** fly, I **(visit)** all the continents.
Vocabulary Use	Use the useful words and phrases (from the book, Activity 4) to create short sentences.	explore / discover / protect / survive / adventure / danger / courage / respect / to climb / to learn / to protect / to find.

2. Free Practice (10 minutes)

Activity	Description	Points/Questions
Role-Play: Explorer's Podcast	In pairs, students record a three-minute "Explorer's Podcast" where one student plays the explorer and the other is the host asking about their journey (from the book).	**Host Questions:** 1. Where would you go? 2. What would you discover? 3. What dangers would you face? 4. How would you survive? 5. What lesson would you learn?
Speaking: Retell a Legend	Students retell the story of a legend as if they were a storyteller, using expressions, hand movements, or short songs to make it exciting (from the book).	Focus on fluency, pronunciation, and engaging the audience.
Group Discussion	Discuss the difference between a real explorer and a fictional one.	What are the real dangers of exploration today? What is the role of technology?

D) Feedback and Consolidation (10 minutes)

Activity	Description
Language Focus	Teacher provides feedback on the use of the Second Conditional during the role-play.
Best Presentation	Class votes for the most engaging and well-structured presentation/role-play.
Review	Quick review of the key vocabulary and the structure of a good presentation (Introduction, Body, Conclusion).

E) Home Assignment

Assignment	Type
Write a short dialogue (8-10 lines) between two friends discussing what they would do if they found a secret map. Use the Second Conditional at least three times.	Writing/Grammar
Prepare a list of five qualities you think you share with a great explorer.	Reflection/Personal

Unit Name & Number	Lesson Name & Number	Page Number	Lesson Title
Unit 9: Courage and Survival	Lesson 6	48	Writing a Short Story

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify the key elements and structure of a short story (Beginning, Middle, End).
- Use target vocabulary effectively to enrich their narrative writing.
- Plan and draft a coherent short story (110 words) based on a personal experience.
- Apply previously learned grammar (gerunds/infinitives, conditionals) in their writing.

2. Teaching Strategies

Strategy	Description
Text Analysis	Analyzing the short text about Ibn Battuta to identify narrative elements.
Writing Tips Review	Discussing the structure of a short story (Introduction, Middle, End).
Pre-writing Planning	Guiding students through brainstorming and outlining their story.
Drafting and Editing	Focusing on content, organization, and language accuracy.

3. Resources Needed

- Student's Book (Page 48)
- Worksheet for story planning (outline).
- Checklist for self-editing (grammar, vocabulary, structure).

4. Steps to Follow

A) Warm up and revision (5 minutes)

Activity	Questions
Warm-up	1. What is the most important part of a story: the beginning, the middle, or the end? Why?
	2. What makes a story exciting to read?
	3. Who was Ibn Battuta, and what was his most famous journey?
Revision	4. Complete the sentence using the Second Conditional: "If I **(can)** travel back in time, I **(meet)** Ibn Battuta."
	5. Give me a sentence using the word 'courage'.

B) Presentation (10 minutes)

1. New Vocabulary

Word	Definition	Example Sentence
Journey	An act of traveling from one place to another.	Ibn Battuta's **journey** lasted for over 30 years and covered many countries.
Sailing	The action of traveling in a boat or ship.	He enjoyed **sailing** across the seas, despite the dangerous storms.
Powerful	Having great strength or influence.	The king was a **powerful** ruler who protected his people.
Dangerous	Able or likely to cause harm or injury.	Crossing the desert was a **dangerous** part of his journey.
Bravery	Courageous behavior or character.	His **bravery** and curiosity inspired many people to explore.
Inspire	To fill (someone) with the urge or ability to do or feel something.	His story continues to **inspire** travelers and historians today.

2. New Structure

This lesson focuses on narrative structure and descriptive writing.

Structure	Explanation	Examples
Narrative Structure	The three main parts of a short story: Beginning (Introduce character/setting), Middle (Show problem/conflict), End (Solve problem/lesson learned).	**Beginning:** It was a sunny day when we decided to go... **Middle:** Suddenly, we faced a big problem... **End:** We learned that teamwork is essential.
Time Connectors	Words and phrases used to link events in a sequence.	**First**, we packed our bags. **Then**, we started our journey. **Finally**, we reached our goal.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Points/Questions
Story Element Identification	Students read the Ibn Battuta text and identify the Beginning, Middle, and End elements.	**Beginning:** Who was he? Where was he born? **Middle:** What challenges did he face (deserts, storms, avoiding attacks)? **End:** What did he learn (knowledge, curiosity)?
Vocabulary Brainstorm	Students brainstorm synonyms and related words for the target vocabulary (travel, goal, enjoy, discover, journey, sailing, powerful, dangerous, bravery,	Find a word that means the same as 'dangerous'. Find a word that means the opposite of 'powerful'.

	inspire).	
Outline Planning	Students use the provided prompts to plan their short story about a special day.	1. Where were you? 2. What dangers did you face? 3. What lesson did you learn?

2. Free Practice (10 minutes)

Activity	Description	Points/Questions
Drafting the Story	Students write the first draft of their short story (100-110 words) about a special day spent with friends, including the required elements (from the book).	Focus on meeting the word count and incorporating the target vocabulary.
Peer Editing	Students exchange their drafts and check for:	1. Clear narrative structure (Beginning, Middle, End). 2. Correct use of grammar (gerunds/infinitives). 3. Effective use of target vocabulary.
Assessment Corner Practice	Students complete the Assessment Corner activities (Page 49) as a quick review of the unit's vocabulary and grammar.	**Vocabulary:** Choose the correct answer. **Language:** Use the correct form of the verb in brackets. **Writing:** Write a short story (100-110 words) about "An adventure you liked."

D) Feedback and Consolidation (10 minutes)

Activity	Description
Sharing Stories	A few students read their completed stories to the class.
Common Errors Review	Teacher addresses common writing errors observed during the drafting and editing process.
Unit Summary	Quick discussion on the main themes of Unit 9: Courage, Survival, Exploration, and Legends.

E) Home Assignment

Assignment	Type
Finalize your short story, making all necessary corrections and improvements based on the peer and teacher feedback.	Writing/Revision
Prepare for a unit quiz by reviewing all the new vocabulary and the grammar rule (Gerunds vs. Infinitives).	Review/Study

Lesson Preparation

Unit 10: Animal Adaptations

Mr Sobhy Borda

Unit Name & Number	Lesson Name & Number	Page Number	Lesson Title
Unit 10: Animal Adaptations	Lesson 1	51-53	Desert Animals

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify the main ideas and specific details in informational texts about desert animals.
- Recognize and use new vocabulary related to animal survival and environments.
- Explain how desert animals adapt to survive in harsh conditions.
- Discuss the importance of conservation for endangered species.

2. Teaching Strategies

Strategy	Description
Pre-reading Discussion	To activate prior knowledge about desert environments and animals.
Reading for Detail	To extract specific information about animal adaptations.
Contextual Vocabulary Presentation	Using examples and the reading text to clarify the meaning of new words.
Think-Pair-Share	For collaborative discussion on animal survival strategies.

3. Resources Needed

- Student's Book (Pages 51-53)
- Whiteboard/Projector
- Pictures or short videos of the Fennec Fox, Desert Tortoise, and Camel.

4. Steps to Follow

A) Warm up and revision (5 minutes)

Activity	Questions
Warm-up	1. What is the hottest place you can think of?
	2. What challenges do animals face when living in a desert?
	3. How do you protect yourself from the sun on a very hot day?
Revision	4. Can you give me an example of a verb followed by a gerund (V+ing)?
	5. What does the word 'courage' mean in the context of survival?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Definition	Example Sentence
Harsh	Extremely difficult, severe, or unpleasant.	The desert climate is **harsh**, with burning heat during the day.
Adaptations	Changes that help living things survive in their environment.	The camel has amazing **adaptations** for survival in the desert.
Conservation	Protecting nature and natural resources.	**Conservation** efforts are important to save endangered desert animals.
Predators	Animals that hunt and eat other animals.	The fennec fox must hide from its **predators** in the sand.
Fennec Fox	A small nocturnal fox found in the Sahara Desert, known for its large ears.	The **fennec fox** uses its oversized ears to lose heat.
Humps	Large mounds of tissue on a camel's back, used to store fat.	Camels store fat in their **humps** to use as energy when food is scarce.

2. New Structure

This lesson focuses on descriptive language and structures used to explain function and purpose.

Structure	Explanation	Examples
Infinitive of Purpose	Using 'to + verb' to explain why an action is done.	The fox has thick fur **to protect** against burning sand. / Camels can store water **to survive** without eating.
Comparative Adjectives	Used to compare features of different animals.	The fennec fox's ears are **larger than** its body. / The desert tortoise is **slower than** the camel.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Points/Questions
Vocabulary Matching	Match the new vocabulary words with their definitions (from the book, Activity 4).	1. Adaptations - 2. Harsh - 3. Conservation - 4. Predators.
Comprehension Check	Answer multiple-choice questions based on the reading text (from the book, Activity 5).	1. The fennec fox uses its large ears to... 2. What protects the fennec fox's feet from hot sand? 3. Desert tortoises can survive without food for a long time because... 4. The camel's hump is mainly used to...

Sentence Completion	Complete the following sentences using the new vocabulary:	1. The **harsh** conditions make survival difficult. 2. The tortoise has a hard shell to protect it from **predators**. 3. We must support **conservation** efforts. 4. The camel's **humps** store fat.

2. Free Practice (10 minutes)

Activity	Description	Points/Questions
Think-Pair-Share	Students discuss how animals adapt to survive in their habitats (from the book, Activity 6).	1. What's your favorite desert animal? 2. How does it survive in its environment? 3. What special body part or behavior helps it live there?
Role-Play	Students take turns describing a desert animal's adaptation without naming the animal, and their partner guesses the animal.	Encourage the use of 'to + verb' for purpose (e.g., "It has long eyelashes to protect its eyes from sandstorms.").
Mini-Presentation	Students prepare a one-minute presentation on one of the three animals discussed, focusing on its most important adaptation.	Focus on clear explanation and use of the new structure.

D) Feedback and Consolidation (10 minutes)

Activity	Description
Error Correction	Teacher corrects common errors observed during the speaking activities, focusing on the use of the infinitive of purpose.
Summary	Students summarize the key adaptation for each animal (fennec fox: ears/fur, tortoise: shell/slow metabolism, camel: humps/long eyelashes).
Quick Quiz	Ask quick oral questions to check understanding of the new vocabulary and concepts.

E) Home Assignment

Assignment	Type
Write a short paragraph (5-7 sentences) explaining how the desert tortoise survives in the desert. Use the words **harsh**, **adaptations**, and **conservation**.	Writing/Informational
Research another desert animal (e.g., rattlesnake or scorpion) and write down two of its unique adaptations.	Research/Vocabulary

Unit Name & Number	Lesson Name & Number	Page Number	Lesson Title
Unit 10: Animal Adaptations	Lesson 2	54-56	Wildlife Experts

1. Learning Objectives

By the end of this lesson, students will be able to:

- Recognize the gist and supporting details of an interview with a wildlife expert.
- Transform direct questions and orders into reported speech (Reported Questions).
- Apply the necessary tense changes and use of conjunctions (if/whether) in reported speech.
- Use new vocabulary related to research and animal behavior in context.

2. Teaching Strategies

Strategy	Description
Listen for Gist and Detail	Two-stage listening activity to ensure full comprehension of the interview.
Guided Discovery	Students analyze examples to deduce the rules for reported questions.
Transformation Practice	Converting direct speech to reported speech in controlled exercises.
Role-Play	Practicing reported speech in a simulated interview scenario.

3. Resources Needed

- Student's Book (Pages 54-56)
- Audio recording for the listening activity (if available)
- Whiteboard/Projector for grammar explanation.

4. Steps to Follow

A) Warm up and revision (5 minutes)

Activity	Questions
Warm-up	1. What is a 'wildlife expert'? What do they do?
	2. What is the most interesting animal fact you know?
	3. Why is it important to study animals in their natural habitat?
Revision	4. What is the main adaptation of the camel?
	5. Use the infinitive of purpose to complete the sentence: "The fennec fox has large ears..."

B) Presentation (10 minutes)

1. New Vocabulary

Word	Definition	Example Sentence
Fascinated	Very interested in something.	Dr. Maha was **fascinated** by the way animals change their behavior.
Migration	The movement of animals from one place to another.	The expert studied the annual **migration** of birds to warmer climates.
Disturbing	Annoying or interrupting.	We must avoid **disturbing** the animals during their breeding season.
Flexible	Able to change easily.	The animal's diet is **flexible**, allowing it to eat different types of food.
Remarkable	Amazing or extraordinary.	The speed of the cheetah is truly **remarkable**.
Contextual Clues	Hints in a text that help determine the meaning of a word.	We used **contextual clues** to guess the meaning of the unknown words.

2. New Structure

Structure	Explanation	Examples
Reported Questions (Wh-Questions)	Use the question word (what, where, why, how) as the connector. Change the word order to statement form (Subject + Verb). Shift the tense back.	**Direct:** "Where do Arctic foxes live?" **Reported:** He asked **where Arctic foxes lived**.
Reported Questions (Yes/No Questions)	Use 'if' or 'whether' as the connector. Change the word order to statement form (Subject + Verb). Shift the tense back.	**Direct:** "Do penguins migrate south?" **Reported:** She wanted to know **if penguins migrated** south.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Points/Questions
Vocabulary Matching	Match the new vocabulary words with their meanings (from the book, Activity 4).	1. Fascinated - 2. Migration - 3. Disturbing - 4. Flexible - 5. Remarkable.
Listening Comprehension	Answer multiple-choice questions based on the interview (from the book, Activity 2).	1. Dr. Maha studies... 2. Dr. Maha's current research focuses on... 3. She became interested in this work because...
Transformation Practice	Read and change the direct questions into reported speech (from the book, Activity 5).	1. "How do Arctic foxes survive in their habitats?" (The student asked...) 2. "Do penguins migrate south?" (She wanted to know...) 3. "How do camels store water?" (He asked...)

2. Free Practice (10 minutes)

Activity	Description	Points/Questions
Pair Interview	Students work in pairs. Student A is a wildlife expert, and Student B is a reporter. Student B asks 5 direct questions about animal adaptations.	**Reporter:** "What is your favorite animal?" **Expert:** "I am fascinated by the polar bear."
Reporting the Interview	Students switch roles. Student B reports the questions asked by the reporter and the answers given by the expert, using reported speech.	**Student B:** "He asked me what my favorite animal was, and I told him that I was fascinated by the polar bear."
Error Correction	Find and correct the mistake in the reported questions (from the book, Activity 8).	1. She asks me where do Arctic foxes live. (She asks me where Arctic foxes live.) 2. He wanted to know camels can drink salt water. (He wanted to know if camels could drink salt water.)

D) Feedback and Consolidation (10 minutes)

Activity	Description
Grammar Review	Teacher writes a few direct questions on the board and asks students to convert them to reported speech, focusing on the tense shift and the use of 'if/whether'.
Listening Check	Review the surprising discovery mentioned in the interview (Activity 3).
Concept Check	Ask students: "When do we use 'if' or 'whether' in reported questions?" (Answer: For Yes/No questions).

E) Home Assignment

Assignment	Type
Write five direct questions you would ask a wildlife expert, and then rewrite them as reported questions.	Writing/Grammar
Complete the following sentences with the correct reported speech form: 1. The teacher asked me, "Did you finish your homework?" -> The teacher asked me **if I had finished my homework**. 2. My friend asked, "What are you doing?" -> My friend asked me **what I was doing**.	Grammar Practice

Unit Name & Number	Lesson Name & Number	Page Number	Lesson Title
Unit 10: Animal Adaptations	Lesson 3	57-58	Arctic Animals

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify the specific adaptations of Arctic animals (polar bears, Arctic foxes, Emperor penguins).
- Infer the meaning of unknown words from the reading text using contextual clues.
- Find synonyms and antonyms for key vocabulary words.
- Discuss how animals survive in extremely cold environments.

2. Teaching Strategies

Strategy	Description
Pre-reading Discussion	To activate prior knowledge about the Arctic and cold weather survival.
Vocabulary Building	Focusing on synonyms, antonyms, and word usage in context.
Reading for Detail	To answer True/False and comprehension questions.
Interactive Discussion	To encourage critical thinking about animal survival strategies.

3. Resources Needed

- Student's Book (Pages 57-58)
- Pictures of Arctic animals (polar bear, Arctic fox, Emperor penguin).
- Worksheet for vocabulary practice.

4. Steps to Follow

A) Warm up and revision (5 minutes)

Activity	Questions
Warm-up	1. What is the coldest place you can imagine?
	2. How do animals in cold places keep warm?
	3. What is the most interesting thing you know about polar bears?
Revision	4. Convert this question to reported speech: "Are you going to the festival?"
	5. What does the word 'migration' mean?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Definition	Example Sentence
Warmth	The quality or state of being warm in temperature.	Polar bears have thick fur that provides excellent **warmth**.
Camouflage	The means by which animals hide themselves from predators by blending into their environment.	The Arctic fox's white fur provides perfect **camouflage** against the snow.
Demonstrate	To clearly show the existence or truth of something by giving proof or evidence.	Emperor penguins **demonstrate** incredible strength by standing on ice for months.
Strength	The quality or state of being physically strong.	The penguin's **strength** allows it to survive the freezing winds.
Miles	A unit of linear measure equal to 5,280 feet.	Polar bears can swim long distances, sometimes for hundreds of **miles**.
Snowshoes	A device attached to a person's foot to enable walking on snow.	The polar bear's large paws work like **snowshoes**, spreading their weight on thin ice.

2. New Structure

This lesson focuses on structures used to describe and explain adaptations.

Structure	Explanation	Examples
Prepositional Phrases	Used to describe location, time, or manner of adaptation.	They survive **in** these icy wilds. / The fox changes the color of its fur **during** summer. / They stand **on** ice for months.
Adjective + Noun	Using descriptive adjectives to highlight key features.	They have **thick, white fur**. / They show **incredible strength**. / They use **natural warmth**.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Points/Questions
True or False	Read and write True (T) or False (F) (from the book, Activity 3).	1. Arctic foxes have the same color fur all year round. 2. Polar bears have white skin under their fur. 3. Emperor penguins take turns staying warm in groups.
Synonyms and Antonyms	Find synonyms and antonyms for words from the text (from the book, Activity 3).	**Synonyms:** 1. amazing (remarkable) 2. very cold (icy) 3. hide (camouflage) 4. show (demonstrate). **Antonyms:** 1. thin (thick) 2. warm (cold) 3. amazing (ordinary) 4. small

		(large).
Sentence Completion	Complete the following sentences with words from the box (from the book, Activity 4).	1. The soldier's uniform allowed him to **hide** in the forest. 2. Running a marathon takes a lot of **strength**. 3. The thick fur keeps them warm. 4. Polar bears can swim for **miles**.

2. Free Practice (10 minutes)

Activity	Description	Points/Questions
Pair Discussion	Students discuss the following questions in pairs (from the book, Activity 3).	1. Why do polar bears have black skin under their white fur? 2. How does the Arctic fox stay warm in winter? 3. What do emperor penguins do to keep warm in freezing weather?
Adaptation Comparison	Compare the adaptations of a desert animal (Lesson 1) and an Arctic animal (Lesson 3).	1. How is the camel's fur different from the polar bear's fur? 2. How do the large ears of the fennec fox and the thick fur of the polar bear serve the same purpose (survival)?
Quick Write	Students write a short paragraph explaining the concept of **camouflage** using the Arctic fox as an example.	Focus on using the new vocabulary (camouflage, warmth, fur).

D) Feedback and Consolidation (10 minutes)

Activity	Description
Reading Aloud	Students read selected paragraphs from the text to practice fluency and pronunciation.
Summary	Students summarize the main ways Arctic animals survive (insulation, camouflage, behavior).
Vocabulary Review	Quick fire questions on the meaning of the new vocabulary.

E) Home Assignment

Assignment	Type
Write a short paragraph (8-10 sentences) describing the Emperor penguin's survival strategy. Use the words **demonstrate**, **strength**, and **warmth**.	Writing/Informational
Find out the meaning of 'hibernation' and name one animal that uses this adaptation.	Research/Vocabulary

Unit Name & Number	Lesson Name & Number	Page Number	Lesson Title
Unit 10: Animal Adaptations	Lesson 4	59-60	Twenty Thousand Leagues under The Sea (Chapter Four: Battles and Dangers)

1. Learning Objectives

By the end of this lesson, students will be able to:

- Analyze the characters' reactions to extreme danger and conflict.
- Identify and use new vocabulary related to sea battles and survival.
- Evaluate Captain Nemo's leadership and character in a crisis.
- Summarize the main events of the chapter (Giant Squid attack and ice trap).

2. Teaching Strategies

Strategy	Description
Pre-reading Prediction	Predicting the content based on the chapter title ("Battles and Dangers").
Guided Reading	Focusing on action verbs and descriptive language used to create tension.
Character Analysis	Comparing the reactions of Captain Nemo, Ned Land, and Aronnax.
Critical Thinking Discussion	Engaging students in deeper analysis of the themes of leadership and survival.

3. Resources Needed

- Student's Book (Pages 59-60)
- Visuals of a giant squid and a submarine trapped in ice.

4. Steps to Follow

A) Warm up and revision (5 minutes)

Activity	Questions
Warm-up	1. What is the scariest sea creature you can think of?
	2. If your ship was attacked by a giant monster, what would you do?
	3. What is the most important quality for a leader in a dangerous situation?
Revision	4. What is the reported question form of: "How do you survive?"
	5. Give me a synonym for the word 'remarkable'.

B) Presentation (10 minutes)

1. New Vocabulary

Word	Definition	Example Sentence
Giant Squid	A very large, deep-sea squid, known for its size and strength.	The crew fought bravely against the **giant squid** that attacked the Nautilus.
Harpoons	Long spears with a rope attached, used for hunting whales or large sea animals.	Ned Land used his **harpoons** to fight the monster.
Warships	Ships equipped for fighting in war.	When the **warships** appeared, Nemo attacked them without mercy.
Indifference	Lack of interest, concern, or sympathy.	Nemo showed a cold **indifference** to human life, which worried Aronnax.
Oxygen	A colorless, odorless reactive gas, essential for life.	The submarine was trapped, and the crew worked hard to get fresh **oxygen**.
Calmness	The state of being peaceful, quiet, and without worry.	Captain Nemo's **calmness** was key to the crew's survival during the attack.

2. New Structure

This lesson focuses on narrative language, particularly describing action and character traits.

Structure	Explanation	Examples
Adverbs of Manner	Used to describe how an action is performed.	Nemo and his crew fought **bravely** against the squid. / He showed a cold indifference **to** human life.
Complex Sentences	Using conjunctions like *though, when, as* to connect related ideas.	The ocean, **though** beautiful, was also full of threats. / **When** warships appeared, Nemo attacked them.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Points/Questions
Multiple Choice	Choose the correct answer from a, b, c or d (from the book, Activity 3).	1. What was the main risk faced by Captain Nemo and his crew? 2. What did the submarine do to escape the danger? 3. How did Captain Nemo react to the situation? 4. What does Ned Land's character show in this situation?
True or False	Read and write True (T) or False (F) (from the book, Activity 4).	1. Captain Nemo and his crew fought bravely against a giant squid. 2. The submarine was trapped under the ocean surface for days. 3. Captain Nemo showed fear and panic during the attack.
Vocabulary Check	Complete the sentences using the new vocabulary:	1. The sailors used **harpoons** to defend the ship. 2. The lack of **oxygen** was a serious problem. 3. The **giant squid** was a terrifying sight. 4. The captain maintained his **calmness** throughout the crisis.

2. Free Practice (10 minutes)

Activity	Description	Points/Questions
Critical Thinking	Discuss the critical thinking questions (from the book, Activity 6).	1. If you were a crew member, how would you have reacted to the dangers described in the text? 2. Why do you think Captain Nemo was able to stay calm during such a difficult situation? 3. Do you think Captain Nemo's calmness was a key factor in their survival? Why or why not?
Role-Play	Students role-play the scene of the giant squid attack, focusing on the dialogue and reactions of the characters (Nemo, Ned Land, Aronnax).	Encourage the use of adverbs of manner (bravely, fearlessly, calmly).
Debate	Divide the class into two groups to debate:	"Captain Nemo is a hero, not a villain."

D) Feedback and Consolidation (10 minutes)

Activity	Description
Character Review	Students describe Captain Nemo's character using adjectives and evidence from the text.
Summary	Students summarize the two main dangers faced in the chapter and how they were overcome.
Vocabulary Review	Quick fire questions on the meaning of the sea-battle vocabulary.

E) Home Assignment

Assignment	Type
Write a short paragraph (100 words) describing the battle with the giant squid from Ned Land's point of view. Focus on his actions and feelings.	Writing/Creative
Find out what a 'kraken' is and how it relates to the giant squid in legends.	Research/Informational

Unit Name & Number	Lesson Name & Number	Page Number	Lesson Title
Unit 10: Animal Adaptations	Lesson 5	61-62	Let's Talk

1. Learning Objectives

By the end of this lesson, students will be able to:

- Use expressions for showing surprise and asking for/giving explanations about animal adaptations.
- Discuss the adaptations of polar bears and Arctic foxes fluently.
- Participate in a dialogue, filling in missing phrases and continuing the conversation.
- Relate the concept of adaptation to different animal habitats (desert, mountain).

2. Teaching Strategies

Strategy	Description
Dialogue Analysis	Analyzing the conversation to identify useful expressions for discussion.
Role-Play Practice	Practicing the dialogue with partners to improve fluency and pronunciation.
Substitution Drills	Applying the dialogue structure to new topics (desert and mountain animals).
Vocabulary Focus	Highlighting and practicing the use of specific adaptation-related vocabulary.

3. Resources Needed

- Student's Book (Pages 61-62)
- Whiteboard/Projector
- List of Useful Expressions (Showing Surprise, Explaining, Asking for Explanation).

4. Steps to Follow

A) Warm up and revision (5 minutes)

Activity	Questions
Warm-up	1. What is the most surprising animal fact you have learned so far?
	2. How do you usually react when you hear something amazing?
	3. What does the word 'adaptation' mean in simple terms?
Revision	4. What is the difference between a 'harpoon' and an 'axe'?
	5. Give me a sentence using the word 'indifference'.

B) Presentation (10 minutes)

1. New Vocabulary

Word	Definition	Example Sentence
Hollow Fur	Hair that is not solid, containing air space, which provides better insulation.	The polar bear's **hollow fur** helps it trap air for extra warmth.
Snowshoes	Wide, flat objects attached to the feet for walking on snow.	The bear's large paws work like **snowshoes**, preventing it from sinking in the snow.
Seven Times Stronger	An expression of extreme comparative strength or ability.	The polar bear's sense of smell is **seven times stronger** than a dog's.
Blend Into	To look the same as the surrounding environment.	The Arctic fox's white fur helps it **blend into** the snow.
Hunting Seals	The act of searching for and killing seals for food.	The polar bear uses its keen sense of smell for **hunting seals**.
Incredible	Impossible to believe; astonishing.	The penguin's ability to dive deep is **incredible**.

2. New Structure

Structure	Explanation	Examples
Expressions for Surprise	Phrases used to show astonishment or interest.	**Really?** / **That's amazing!** / **I had no idea!** / **Wow!**
Expressions for Explanation	Phrases used to introduce a reason or purpose.	**It helps them...** / **The reason is...** / **That's because...** / **This allows them to...**

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Points/Questions
Dialogue Completion	Students fill in the blanks in the Arctic Fox dialogue using the words/phrases in the box (from the book, Activity 4).	1. Wow - 2. Really - 3. That's so cool - 4. Incredible.
Phrase Identification	Students read the conversation and identify the phrases in bold (from the book, Activity 2).	**That makes sense.** / **I had no idea!** / **Really?** / **That's so cool!**
Sentence Creation	Students create sentences using the Useful Expressions (from the book).	1. (Explaining) **The reason is** that the hollow fur traps air. 2. (Surprise) **That's amazing!** I didn't know that.

2. Free Practice (10 minutes)

Activity	Description	Points/Questions
Model Practice	Students practice the model dialogue with a partner, focusing on the correct intonation for surprise and explanation.	Focus on fluency and natural conversation flow.
Substitution Drill	Students create similar conversations about:	1. Desert animals (camels, fennec foxes). 2. Mountain animals (snow leopards, mountain goats).
Role-Play: Wildlife Reporter	One student is a wildlife reporter, and the other is an expert. The reporter asks about an animal's adaptation, and the expert explains it using the target expressions.	**Reporter:** "Why do snow leopards have such wide paws?" **Expert:** "That's because their paws work like snowshoes."

D) Feedback and Consolidation (10 minutes)

Activity	Description
Expression Review	Teacher reviews the useful expressions and their appropriate context (surprise vs. explanation).
Pronunciation Check	Focus on the pronunciation of key vocabulary (hollow, snowshoes, incredible).
Summary	Students summarize the main adaptations of the polar bear and Arctic fox.

E) Home Assignment

Assignment	Type
Write a short dialogue (8-10 lines) between two friends discussing the adaptations of the fennec fox. Use at least three expressions for surprise and explanation.	Writing/Dialogue
Prepare to discuss the adaptations of the mountain goat in the next class.	Research/Speaking

Unit Name & Number	Lesson Name & Number	Page Number	Lesson Title
Unit 10: Animal Adaptations	Lesson 6	63-64	Animal Fact File

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify the components and structure of an animal fact file (Physical Description, Habitat, Adaptations, Diet, Conservation Status).
- Use target vocabulary to write a clear and concise informational report.
- Plan and draft a fact file about a chosen animal, adhering to the required structure.
- Apply informative writing techniques, keeping the language simple and accurate.

2. Teaching Strategies

Strategy	Description
Model Analysis	Analyzing the Snow Leopard Fact File to understand the structure and content.
Pre-writing Planning	Guiding students through the planning sheet for their chosen animal.
Informative Writing Workshop	Focusing on clear, concise language and the use of facts.
Peer Review	Students evaluate each other's fact files for accuracy and structure.

3. Resources Needed

- Student's Book (Pages 63-64)
- Fact File Planning Sheet (Worksheet).
- Access to research materials (if possible).

4. Steps to Follow

A) Warm up and revision (5 minutes)

Activity	Questions
Warm-up	1. What is a 'fact file'? Where do you usually find them?
	2. What kind of information should a fact file about an animal include?
	3. Name one animal that is currently endangered.
Revision	4. Give me an expression to show surprise.
	5. Convert this question to reported speech: "Did you see the giant squid?"

B) Presentation (10 minutes)

1. New Vocabulary

Word	Definition	Example Sentence
Habitat	The natural home or environment of an animal, plant, or other organism.	The snow leopard's **habitat** is the high mountains of Central Asia.
Physical Description	Details about an animal's appearance (size, color, features).	The **physical description** of the snow leopard includes its thick, gray fur.
Diet	The kinds of food that a person, animal, or community habitually eats.	The snow leopard's **diet** consists mainly of wild sheep and goats.
Conservation Status	A measure of how likely an animal is to survive in the near future.	The snow leopard's **conservation status** is 'Endangered'.
Features	A distinctive attribute or aspect of something.	One of its special **features** is its long tail for balance.
Endangered	Seriously at risk of extinction.	We must protect **endangered** animals like the snow leopard.

2. New Structure

This lesson focuses on the structure of informative writing.

Structure	Explanation	Examples
Fact File Components	The required sections for a complete fact file.	**Physical Description:** Size, color, features. **Habitat:** Place, climate. **Adaptations:** For temperature, food, protection. **Diet.** **Conservation Status.**
Simple Present Tense	Used to state facts and general truths about the animal.	Snow leopards **are** large cats. / They **live** in mountain regions. / They **hunt** wild sheep.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Points/Questions
Model Analysis	Students read the Snow Leopard Fact File and identify which sentences belong to which component.	Which sentence describes the animal's color? Which sentence explains an adaptation for food?
Vocabulary Matching	Match the new vocabulary words with their fact file component.	1. Size (Physical Description) 2. Climate (Habitat) 3. Endangered (Conservation Status) 4. Goats (Diet).
**Planning Sheet	Students choose one animal	Fill in the sections for

Completion**	(Arctic wolf, Desert kangaroo rat, Snowy owl, Fennec fox) and complete the planning sheet (from the book, Activity 2).	Physical Description, Habitat, Adaptations, and Diet for the chosen animal.

2. Free Practice (10 minutes)

Activity	Description	Points/Questions
Drafting the Fact File	Students use their planning sheet to write the first draft of their Animal Fact File (100-110 words), following the structure.	Focus on keeping the language simple and factual, using the Simple Present Tense.
Peer Editing	Students exchange their drafts and check for:	1. Clear structure (all 5 components included). 2. Accurate facts (based on their research/planning). 3. Simple, clear language.
Fact File Presentation	Students present their fact file to a small group, reading the key facts about their chosen animal.	Encourage clear articulation and confidence.

D) Feedback and Consolidation (10 minutes)

Activity	Description
Writing Tips Review	Review the "Writing a fact file" tips (Start with a title, Use sections, Write short notes, Keep the language simple).
Common Errors Review	Teacher addresses common errors observed during the drafting process, focusing on the use of the Simple Present Tense for facts.
Unit Summary	Quick discussion on the main themes of Unit 10: Animal Adaptations, Survival, and Conservation.

E) Home Assignment

Assignment	Type
Finalize your Animal Fact File, making all necessary corrections and improvements based on the peer and teacher feedback.	Writing/Revision
Prepare for the Unit 10 test by reviewing all vocabulary and the grammar rule (Reported Questions).	Review/Study

Unit 11

Writing a Travel Narrative

Mr Sobhy Borda

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 11	Lesson 1	73-75	Travel Tales

1. Learning Objectives

By the end of this lesson, students will be able to:

- **Identify the main idea in a narrative text about travel.**
- **Use new vocabulary related to travel and challenges in context.**
- **Discuss personal travel experiences and unexpected adventures.**
- **Analyze the structure of a travel narrative.**
- **Evaluate the importance of preparation for trips.**

2. Teaching Strategies

Strategy Name
Brainstorming
Think-Pair-Share
Active Reading
Visual Analysis
Group Discussion
Role-Play

3. Resources Needed

Resource Item
Student's Book
Pictures of Wadi El-Rayan
Whiteboard
Flashcards
Travel Brochures
Audio Clips

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
Have you ever been on a camping trip?
Where did you go?
What kind of problems can happen when people go hiking?
How can meeting new people make a trip enjoyable?
What are the essential items for a desert trip?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Example Sentence
Unforgettable	Our journey turned into an unforgettable adventure that we still talk about.
Breathtaking	The breathtaking scenery along the path was absolutely amazing.
Challenging	We decided to take a challenging hiking trail to see a remote waterfall.
Slippery	The path became slippery and dangerous due to the heavy rain.
Comfort	We booked a place that offered great comfort for the whole family.
Shelter	We took shelter under some large rocks until the storm passed.

2. New Structure

Structure Item	Example Only
Adjectives for Description	The scenery was absolutely amazing.
State Verbs in Past	The path became dangerous.
Past Simple for Narrative	Suddenly, dark clouds gathered overhead.

C) Practice

1. Controlled Practice (10 minutes)

Activity Items
Complete the table with different word forms (Noun, Adjective, Verb).
Match words from column A with their meanings in column B.

Fill in the blanks in a short text about 'An Unforgettable Day'.
Answer multiple-choice questions based on the reading text.

2. Free Practice (10 minutes)

Activity Items
Work in pairs to discuss: 'Have you ever faced a challenging situation while traveling?'
Share ideas with the class: 'How can meeting new people make a trip better?'
Role-play a conversation between two travelers caught in a storm.

D) Feedback and Consolidation (10 minutes)

Evaluation Items
Review the main vocabulary learned through a quick quiz.
Summarize the story of the family in Wadi El-Rayan.
Peer assessment of the role-play performance.
Teacher feedback on the use of descriptive adjectives.

E) Home Assignment

Assignment Items
Write three sentences using the words: breathtaking, challenging, and unforgettable.
Answer the 'Think about this' questions on page 74.
Prepare a short talk about a trip you enjoyed.

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 11	Lesson 2	76-78	The Journey to a Better Life

1. Learning Objectives

By the end of this lesson, students will be able to:

- **Distinguish between the Past Simple and Past Perfect tenses.**
- **Identify specific facts from a listening text about travel.**
- **Use vocabulary related to tourism and hospitality.**
- **Apply the Past Perfect to sequence past events correctly.**
- **Discuss the reasons why people move to different places.**

2. Teaching Strategies

Strategy Name
Auditory Learning
Grammar Discovery
Cooperative Learning
Drilling
Concept Mapping
Peer Teaching

3. Resources Needed

Resource Item
Audio recording
Grammar charts
Student's Book
Worksheets
Projector
Map of Egypt

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
Why do people move to different places?
What do you know about Dahab or Luxor?
Have you ever visited an ancient temple?
What is the difference between a safari and snorkeling?
How do you feel when you visit a new city?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Example Sentence
Snorkeling	Sophie went snorkeling at the Blue Hole in Dahab to see the coral reefs.
Safari	They enjoyed a desert safari and Bedouin tea under the stars.
Hospitality	The locals showed great hospitality and warmth to the visitors.
Columns	We saw large stone columns in the ancient temples of Luxor.
Tombs	John visited the ancient tombs in the Valley of the Kings.
Hospitality	The Bedouin people are famous for their hospitality.

2. New Structure

Structure Item	Example Only
Past Perfect	I found the book after I had searched for two hours.
Past Perfect with Before	We had visited Rome before we traveled to London.
Past Perfect for Order	After she had finished packing, she called a taxi.

C) Practice

1. Controlled Practice (10 minutes)

Activity Items
Choose the correct tense in sentences using 'after' and 'before'.

Complete a travel story with the correct past tense forms.
Correct mistakes in sentences involving the Past Perfect.
Match tourism activities with their definitions.

2. Free Practice (10 minutes)

Activity Items
Discuss in pairs: 'If you could visit Dahab or Aswan, which would you choose and why?'
List activities you would like to try in those places.
Create a timeline of a famous traveler's journey using Past Perfect.

D) Feedback and Consolidation (10 minutes)

Evaluation Items
Quiz on the order of events using Past Perfect.
Vocabulary matching game on the whiteboard.
Self-correction of grammar exercises.
Teacher summary of the Past Perfect usage.

E) Home Assignment

Assignment Items
Complete the exercises on page 78 of the Student's Book.
Write five sentences using 'after' and 'before' with the Past Perfect.
Research a famous landmark in Dahab.

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 11	Lesson 3	79-80	A Solo Ride Across Egypt

1. Learning Objectives

By the end of this lesson, students will be able to:

- Extract specific information from a text about a solo journey.
- Understand the concept of 'inner strength' through reading.
- Use vocabulary related to geography and personal journals.
- Analyze the challenges of solo travel.
- Evaluate the impact of kindness from strangers on a journey.

2. Teaching Strategies

Strategy Name
Silent Reading
Question and Answer
Discussion
Mapping
Journaling
Critical Thinking

3. Resources Needed

Resource Item
Map of Egypt
Student's Book
Notebooks
Visual aids
Sample travel journals
Markers

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
What is a 'solo adventure'?
Would you prefer a family vacation or a solo trip? Why?
What do you need for a long motorcycle trip?
What are the risks of traveling alone?
How can a journey change a person?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Example Sentence
Solo	He set off on a solo motorcycle ride across Egypt from Cairo to Luxor.
Exhausting	The first week of the trip was absolutely exhausting due to the heat.
Landscape	The landscape changed from green fields to endless desert sands.
Governorate	Each governorate offered special attractions and historic landmarks.
Journal	I wrote down every detail of my trip in my travel journal.
Sandstone	The sunset painted the sandstone cliffs in brilliant colors.

2. New Structure

Structure Item	Example Only
While + V-ing	While riding through a desert valley, I saw an incredible sunset.
Past Simple for Realization	I realized this journey had changed me forever.
Past Perfect for Background	I had discovered inner strength I never knew I had.

C) Practice

1. Controlled Practice (10 minutes)

Activity Items
Answer comprehension questions about the narrator's journey.

Identify the meaning of bold words in the text.
Multiple-choice questions based on the reading.
Label the narrator's route on a map of Egypt.

2. Free Practice (10 minutes)

Activity Items
Discuss: 'What kind of inner strength do you think the narrator discovered?'
Imagine you are writing a journal entry for a trip. What would you include?
Debate: 'Is solo travel better than group travel?'

D) Feedback and Consolidation (10 minutes)

Evaluation Items
Summarize the narrator's route on the map.
Discuss the importance of kindness from strangers.
Check journal entry drafts for descriptive language.
Teacher feedback on reading comprehension.

E) Home Assignment

Assignment Items
Write a short paragraph about a famous landmark in your governorate.
Define 'determination' in your own words.
Read the next lesson's story excerpt.

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 11	Lesson 4	81-82	Secrets of Captain Nemo

1. Learning Objectives

By the end of this lesson, students will be able to:

- **Analyze character motivations in a literary text.**
- **Express opinions on ethical dilemmas presented in the story.**
- **Use descriptive vocabulary for mystery and emotions.**
- **Predict future events in a narrative.**
- **Compare the perspectives of different characters.**

2. Teaching Strategies

Strategy Name
Collaborative Reading
Role-playing
Critical Thinking
Prediction
Debate
Character Mapping

3. Resources Needed

Resource Item
Story excerpt
Character cards
Visuals of submarines
Audio clips
Graphic organizers

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
Why do you think Captain Nemo keeps his past hidden?
Is it fair to keep people as prisoners for their own safety?
What would you do if you were on the Nautilus?
What are the secrets of the deep ocean?
How does mystery make a story more exciting?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Example Sentence
Mysterious	Captain Nemo was both brave and mysterious to his guests.
Cruelty	He claimed to fight against cruelty and injustice in the world.
Graveyard	They guided the submarine through a graveyard of sunken ships.
Determination	Their determination to find a way home deepened every day.
Wealth	The captain was clearly a man of great wealth and education.
Sorrow	Nemo was a man of wealth, education, and deep sorrow.

2. New Structure

Structure Item	Example Only
Torn between	Aronnax was torn between scientific discovery and freedom.
Past Continuous for Setting	Nemo was guiding the submarine through a graveyard.
Past Perfect for Past Events	He had attacked warships without hesitation.

C) Practice

1. Controlled Practice (10 minutes)

Activity Items
Write True (T) or False (F) for given statements.

Answer questions about Ned Land's escape plan.
Match characters with their feelings or actions.
Identify the main conflict in Chapter 5.

2. Free Practice (10 minutes)

Activity Items
Debate: 'Do you think Nemo's actions make him a hero or a dangerous man?'
Role-play a conversation between Aronnax and Ned Land about escaping.
Write a short diary entry from the perspective of Conseil.

D) Feedback and Consolidation (10 minutes)

Evaluation Items
Discuss the symbolism of the graveyard of sunken ships.
Review character traits of Nemo, Aronnax, and Ned Land.
Peer feedback on role-plays.
Teacher summary of the story's themes.

E) Home Assignment

Assignment Items
Write a short prediction for the next chapter.
List three traits of a good leader based on Nemo's character.
Draw a scene from the story.

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 11	Lesson 5	83-84	Let's Talk

1. Learning Objectives

By the end of this lesson, students will be able to:

- **Use expressions to show interest and ask follow-up questions.**
- **Describe personal experiences using emotive language.**
- **Participate in a role-play about travel advice.**
- **Apply storytelling techniques in conversation.**
- **Evaluate the effectiveness of communication in a dialogue.**

2. Teaching Strategies

Strategy Name
Role-Play
Modeling
Pair Work
Information Gap
Peer Evaluation
Brainstorming

3. Resources Needed

Resource Item
Dialogue scripts
Useful expressions chart
Flashcards
Timer
Recording device

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
Have you ever traveled somewhere unexpected?
How did you feel?
What is the most exciting place you've visited?
How do you show someone you are interested in their story?
What makes a travel story interesting?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Example Sentence
Showing Interest	Really? / No way! / That sounds amazing!
Describing Experiences	It was absolutely incredible! / I had never seen such history.
Expressing Emotions	I was thrilled / amazed / terrified by the sight.
Asking Follow-up	What was it like? / How did you feel when you saw it?
Suddenly	All of a sudden, we saw the Great Sphinx right in front of us.

2. New Structure

Structure Item	Example Only
Suddenly / All of a sudden	All of a sudden, we saw the Great Sphinx.
Past Perfect for Experience	I had never seen so much history before.
Exclamatory Sentences	What a wonderful day it was!

C) Practice

1. Controlled Practice (10 minutes)

Activity Items
Read the dialogue between Emma and Jake and answer questions.
Complete a skeleton dialogue using the useful expressions.
Match expressions to their specific functions in a conversation.
Identify the emotions expressed in a set of sentences.

2. Free Practice (10 minutes)

Activity Items

Role-Play: Planning a solo trip and asking for advice from an expert.
Share a personal travel story using at least 5 new expressions.
Interview a partner about their most unforgettable trip.

D) Feedback and Consolidation (10 minutes)

Evaluation Items
Perform role-plays for the class.
Peer-evaluate the use of interest-showing expressions.
Teacher feedback on fluency and pronunciation.
Highlight the best storytelling techniques used.

E) Home Assignment

Assignment Items
Write a short dialogue between two friends talking about a trip to the zoo.
Practice the useful expressions with a family member.
Prepare a list of 5 follow-up questions for a travel story.

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 11	Lesson 6	85-87	Writing a Travel Narrative

1. Learning Objectives

By the end of this lesson, students will be able to:

- **Structure a travel narrative with an introduction, body, and conclusion.**
- **Use time words to sequence events logically.**
- **Write a cohesive travel narrative of 100-110 words.**
- **Apply descriptive vocabulary to set the scene.**
- **Review and edit writing for grammar and flow.**

2. Teaching Strategies

Strategy Name
Process Writing
Peer Review
Scaffolding
Brainstorming
Modeling
Editing

3. Resources Needed

Resource Item
Writing templates
Word bank
Sample narratives
Checklist
Visual prompts

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
What are the parts of a good story?
List three types of transportation you can use.
What makes a trip unforgettable?
How do you start a travel story?
What kind of feelings do you include in a narrative?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Example Sentence
Time Words	Yesterday, last week, then, after that, finally, suddenly.
Activities	Visited, saw, walked, ate, took photos, explored.
Feelings	Happy, tired, excited, relaxed, amazed, surprised.
Setting the Scene	The weather was sunny / The place was breathtaking.

2. New Structure

Structure Item	Example Only
Introduction	Last summer, I traveled with my family to Sharm El-Sheikh.
Main Events	On the first day, we went snorkeling in the Red Sea.
Conclusion	I will never forget that experience; it was magical.

C) Practice

1. Controlled Practice (10 minutes)

Activity Items
Fill in the blanks with correct words from a box.
Rewrite sentences using 'after' and 'before' for sequencing.
Sequence the events of a sample travel narrative correctly.
Identify the introduction, body, and conclusion in a text.

2. Free Practice (10 minutes)

Activity Items
Draft a travel narrative about 'My Trip to [Destination]' (100-110 words).
Use at least four time words and four feeling words.
Peer-edit a partner's draft using a provided checklist.

D) Feedback and Consolidation (10 minutes)

Evaluation Items
Peer review using a structured checklist.
Highlight the best opening and closing sentences.
Teacher feedback on the first drafts.
Display the best narratives on the class board.

E) Home Assignment

Assignment Items
Finalize the travel narrative in the notebook neatly.
Prepare for the Unit 11 assessment test.
Draw an illustration for your travel narrative.

Unit 12

Mr Sobhy Borda

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 12	Lesson 1	89-90	Egyptian Leaders in History

1. Learning Objectives

By the end of this lesson, students will be able to:

- **Identify key traits of effective Egyptian leaders.**
- **Use vocabulary related to leadership and history in context.**
- **Discuss the impact of historical leaders on modern Egypt.**
- **Compare different leadership styles of ancient pharaohs.**

2. Teaching Strategies

Strategy Name
Brainstorming
Think-Pair-Share
Active Reading
Visual Analysis
Group Discussion

3. Resources Needed

Resource Item
Student's Book
Pictures of Hatshepsut and Ramses II
Whiteboard
Historical Timeline
Flashcards

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
What do you already know about ancient Egypt?
Can you name any famous pharaohs or queens?
Do you think a good leader should focus more on peace or on war?
What makes someone a 'great' leader in your opinion?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Example Sentence
Heritage	They left a heritage that continues to inspire people today.
Inspire	Great leaders inspire their people to achieve greatness.
Prosperity	Queen Hatshepsut brought peace and prosperity to Egypt.
Emphasize	Her leadership style emphasized cooperation rather than fighting.
Immense	Thutmose III brought immense wealth and power to the country.
Beyond	Beyond his military skills, he built many great monuments.

2. New Structure

Structure Item	Example Only
Past Simple for History	Queen Hatshepsut ruled Egypt for twenty-two years.
Adjectives of Quality	He was a brilliant military leader.

C) Practice

1. Controlled Practice (10 minutes)

Activity Items
Match words from column A with their meanings in column B.
Answer comprehension questions about the rule of Ramses II.
Complete sentences using the new vocabulary words.
Identify true or false statements about Thutmose III.

2. Free Practice (10 minutes)

Activity Items
Discuss in pairs: 'How can you describe a leader?'

Share ideas with the class: 'How does a supportive leader help their team members?'
Debate: 'Are leaders born or made?'

D) Feedback and Consolidation (10 minutes)

Evaluation Items
Summarize the achievements of the three pharaohs.
Peer assessment of the group discussion.
Teacher feedback on the use of new vocabulary.

E) Home Assignment

Assignment Items
Write a short paragraph about your favorite Egyptian leader.
Answer the 'Think about this' questions on page 90.

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 12	Lesson 2	91-93	Teamwork Stories

1. Learning Objectives

By the end of this lesson, students will be able to:

- **Transform direct orders and commands into reported speech.**
- **Identify the gist and specific details of stories about teamwork.**
- **Use vocabulary related to marketing and campaigns.**
- **Apply reported speech in real-life scenarios.**

2. Teaching Strategies

Strategy Name
Auditory Learning
Grammar Discovery
Role-Play
Cooperative Learning
Drilling

3. Resources Needed

Resource Item
Audio recording
Grammar charts
Student's Book
Worksheets
Projector

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
Have you ever worked in a team?
What did you do together?
What do you do when your team has a problem?
Can working with others generate good ideas?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Example Sentence
Hybrid	The team worked on a hybrid solar-powered water pump.
Judges	The judges decided who won the science competition.
Marketing	The marketing campaign helped increase sales significantly.
Campaign	They launched a campaign to share a message and reach a goal.
Budget	The manager set a strict budget for the new project.

2. New Structure

Structure Item	Example Only
Reported Orders	The teacher told us to close our books.
Negative Reported Orders	The officer ordered us not to park there.
Reporting Verbs	He advised me to take the medicine twice a day.

C) Practice

1. Controlled Practice (10 minutes)

Activity Items
Rewrite direct orders as reported orders.
Choose the correct way to report a given command.
Find and correct mistakes in reported speech sentences.
Match marketing terms with their definitions.

2. Free Practice (10 minutes)

Activity Items
Role-Play: Imagine you are Hassan. Talk to a new employee about a difficult project.

Discuss: 'How did your team manage the pressure and finish the project?'
Create a short dialogue using at least three reported orders.

D) Feedback and Consolidation (10 minutes)

Evaluation Items
Quiz on reported speech rules.
Self-correction of the listening task.
Peer evaluation of the role-play performance.

E) Home Assignment

Assignment Items
Complete the exercises on page 93 of the Student's Book.
Write five reported orders you heard today at school.

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 12	Lesson 3	94-95	Leadership Lessons

1. Learning Objectives

By the end of this lesson, students will be able to:

- **Identify the qualities of an effective modern leader.**
- **Understand the importance of emotional intelligence in leadership.**
- **Use vocabulary related to empathy and adaptability.**
- **Analyze the relationship between leaders and their teams.**

2. Teaching Strategies

Strategy Name
Silent Reading
Critical Thinking
Case Study
Discussion
Concept Mapping

3. Resources Needed

Resource Item
Student's Book
Leadership traits checklist
Notebooks
Markers
Poster paper

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
What qualities make someone an effective leader?
What kind of leader helps a team succeed?
Why is it important for a leader to listen to others?
What does 'empathy' mean to you?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Example Sentence
Empathy	The best leaders lead with both confidence and empathy.
Emotional Intelligence	Emotional intelligence allows them to build strong relationships.
Adaptable	They stay adaptable and ready to adjust plans.
Vision	Successful leaders have a clear vision for the future.
Modesty	This modesty earns respect and encourages teams to grow.

2. New Structure

Structure Item	Example Only
Gerunds as Subjects	Leadership isn't about having all the answers.
Infinitive of Purpose	They set goals to keep teams motivated.

C) Practice

1. Controlled Practice (10 minutes)

Activity Items
Choose the correct answer based on the 'Effective Leader' text.
Identify synonyms for key leadership words.
Complete a concept map of leadership qualities.
Answer comprehension questions about emotional intelligence.

2. Free Practice (10 minutes)

Activity Items
Discuss: 'How does a leader build trust within a team?'
Create a poster showing the 'Top 5 Traits of a Leader'.
Share a story of a time you showed leadership skills.

D) Feedback and Consolidation (10 minutes)

Evaluation Items
Present posters to the class.
Summarize the main idea of the reading text.
Teacher summary of the importance of adaptability.

E) Home Assignment

Assignment Items
Write a short essay: 'The Leader I Admire Most'.
List three ways you can improve your own leadership skills.

Unit & No.	Lesson & No.	Page No.	Lesson Title
Unit 12	Lesson 4	96-97	Story Time & Review

1. Learning Objectives

By the end of this lesson, students will be able to:

- **Analyze character development in Jules Verne's story.**
- **Review vocabulary and grammar from Units 10-12.**
- **Evaluate the ethical choices of characters.**
- **Prepare for the final assessment of the term.**

2. Teaching Strategies

Strategy Name
Collaborative Reading
Debate
Review Games
Peer Teaching
Self-Assessment

3. Resources Needed

Resource Item
Story excerpt
Review worksheets
Quiz cards
Student's Book
Dictionary

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
What happened in the last chapter of the story?
Do you think Captain Nemo is a hero?
What was the most important thing you learned in Unit 12?
How do you feel about the end of the term?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Example Sentence
Justice	Nemo spoke passionately against injustice.
Passion	He led his crew with great passion and determination.
Hero	Some people see Captain Nemo as a hero of the sea.
Dangerous	Others believe he is a dangerous man because of his actions.
Choice	Aronnax had to make a difficult choice between discovery and freedom.

2. New Structure

Structure Item	Example Only
Review: Past Perfect	After he had reached the station, he realized he was late.
Review: Reported Speech	She told me not to talk during the meeting.

C) Practice

1. Controlled Practice (10 minutes)

Activity Items
Complete the review exercises in the Assessment Corner.
Rewrite sentences using the words in brackets.
Fill in the blanks with the correct vocabulary from Units 10-12.
Match characters with their final decisions in the story.

2. Free Practice (10 minutes)

Activity Items
Debate: 'Is Captain Nemo a hero or a villain?'
Work in groups to create a summary of Unit 12.
Design a quiz for your classmates based on the unit.

D) Feedback and Consolidation (10 minutes)

Evaluation Items
Review the answers to the assessment corner.
Clarify any remaining doubts about reported speech.
Final teacher wrap-up of the unit.

E) Home Assignment

Assignment Items
Study for the unit test.
Write a final reflection on what you learned about leadership.